



Higher National Unit Specification

General information

Unit title: Childhood Practice: Leadership and Management
(Workplace Practice) (SCQF level 9)

Unit code: FD72 36

Superclass: PN

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Unit purpose

This unit will focus the learner on reflecting on their own knowledge and understanding of the Benchmark Standards for Childhood Practice based on their own professional leadership and management practice, then articulating this into a workplace experience from a different professional service which supports children, young people and their families.

The unit will provide the learner with the opportunity to develop and critically reflect on own professional values and personal commitment, to reflect on their own professional knowledge and understanding and their own professional skills and abilities.

The learner will undertake a professional work practice in an external service which supports children, young people and their families and then critically reflect on the professional values and personal commitment, professional knowledge, understanding, skills and abilities in this service.

The learner will be able to critically reflect on his or her own professional leadership and management practice in relation to Childhood Practice across the sector.

To enable learners to complete this unit, they should be appropriately employed within Childhood Practice such as early learning, childcare or playwork and have suitable learning experience in an appropriate setting other than their own workplace, within a professional service within for Children and young people working within the Child Practice Standards.

Higher National Unit Specification: General information (cont)

Unit title: Childhood Practice: Leadership and Management
(Workplace Practice) (SCQF level 9)

Outcomes

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

- 1 Demonstrate and critically reflect on own professional values and personal commitment, and professional knowledge and understanding of childhood practice.
- 2 Demonstrate and critically reflect on own professional skills and abilities for leading and managing services for children, young people and their families.
- 3 Research and identify an external service which supports children, young people and their families.
- 4 Undertake professional work practice within an external service which supports children, young people and their families.
- 5 Critically reflect on own professional values and personal commitment, professional knowledge, understanding, skills and abilities within services which support children, young people and their families.
- 6 Critically reflect on own professional leadership and management practice in relation to Childhood Practice

Credit points and level

4 Higher National Unit credits at SCQF level 9: (32 SCQF credit points at SCQF level 9)

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 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.

Higher National Unit Specification: General information (cont)

Unit title: Childhood Practice: Leadership and Management
(Workplace Practice) (SCQF level 9)

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 should be delivered as part of the group award.

There is a recommendation that this unit should be integrated with the mandatory unit *Childhood Practice: Leadership and Management* and with two other appropriate units from the Childhood Practice mandatory option section of the award.

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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(Workplace Practice) (SCQF level 9)

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

Demonstrate and critically reflect on own professional values and personal commitment, and professional knowledge and understanding of childhood practice.

Knowledge and/or skills

Learners should demonstrate ability to:

- ◆ importance of reflective practice to the childhood practice professional
- ◆ professional values for children's rights, protection and care
- ◆ professional commitment to participatory partnerships
- ◆ manage resources to take responsibility for their own professional learning and development
- ◆ demonstrate a broad and balanced knowledge of children and childhoods to underpin professional practice
- ◆ demonstrate knowledge of relevant frameworks and programmes
- ◆ demonstrate principles, theories and concepts of leadership and management practice relevant to own professional practice
- ◆ demonstrate knowledge of services and professional roles and responsibilities within the framework for Childhood Practice
- ◆ use critical understanding of the theories and principles required to analyse and critically evaluate own professional knowledge and practice

Outcome 2

Demonstrate and critically reflect on own professional skills and abilities for leading and managing services for children, young people and their families.

Knowledge and/or skills

Learners should demonstrate ability to:

- ◆ co-ordinate and lead environments which support play, learning opportunities and experiences
- ◆ lead the development of positive and caring relationships with each child and family
- ◆ lead and manage communication, collaboration and partnership within services which support children, young people and their families
- ◆ identify and support professional development needs of self and colleagues
- ◆ delivery and ongoing development of a high quality childcare service

Higher National Unit Specification: Statement of standards (cont)

Unit title: Childhood Practice: Leadership and Management
(Workplace Practice) (SCQF level 9)

Outcome 3

Research and identify an external service which supports children, young people and their families.

Knowledge and/or skills

Learners should demonstrate ability to:

- ◆ research a range of services that support children, young people and their families
- ◆ identify the 'best fit' external service
- ◆ identify opportunities to develop own professional values and personal commitment
- ◆ identify opportunities to develop own professional knowledge and understanding
- ◆ identify opportunities to develop own professional skills and abilities
- ◆ produce realistic and achievable proposal and plan
- ◆ effective communication

Outcome 4

Undertake a professional work practice within an external service, which supports children, young people and their families.

Knowledge and/or skills

Learners should demonstrate ability to:

- ◆ Demonstrate and develop professional values and personal commitment
- ◆ Demonstrate and develop professional knowledge and understanding
- ◆ Demonstrate and develop professional skills and abilities for working with children, young people and their families
- ◆ Critically reflect on own professional practice
- ◆ Progress review and analysis

Outcome 5

Critically reflect on own professional values and personal commitment, professional knowledge, understanding, skills and abilities within services which support children, young people and their families.

Knowledge and/or skills

Learners should demonstrate ability to:

- ◆ Critical reflective practice in relation to professional values and personal commitment across two services which support children, young people and their families
- ◆ Critical reflective practice in relation to professional knowledge and understanding of childhood practice
- ◆ Critical reflective practice in relation to professional skills and abilities for working with children, young people and their families
- ◆ Identify similarities and specialism across childhood practice
- ◆ Evaluate the impact on own professional practice

Higher National Unit Specification: Statement of standards (cont)

Unit title: Childhood Practice: Leadership and Management
(Workplace Practice) (SCQF level 9)

Outcome 6

Critically reflect on own professional leadership and management practice in relation to Childhood Practice.

Knowledge and/or skills

Learners should demonstrate ability to:

- ◆ Critically reflect on own professional leadership and management practice
- ◆ Critically analyse professional childhood practice within the professional work practice
- ◆ Contrast and compare professional childhood practice across services for children, young people and their families
- ◆ Use reflection on practice to identify improvements to own professional practice

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

- ◆ demonstrate own professional childhood practice
- ◆ evaluate and reflect on their professional values and personal commitment in relation to childhood practice, children's rights, protection and care, participatory partnerships and own professional learning and development
- ◆ critically reflect on own professional practice in relation to knowledge of children and childhood, relevant frameworks and programmes, leadership and management practice and professional roles
- ◆ make the appropriate connections with theory or principles that they have learned within the mandatory units within the Award and with their learning from the mandatory option unit

Outcome 2

- ◆ demonstrate own professional skills and abilities for working with children and young people
- ◆ review and evaluate own professional skills and abilities
- ◆ produce a critical reflective report of professional skills and abilities

Higher National Unit Specification: Statement of standards (cont)

Unit title: Childhood Practice: Leadership and Management
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Outcome 3

- ◆ produce an appropriate, realistic and achievable plan to undertake workplace practice, which includes timescale, aims and objectives, contingency planning
- ◆ produce proposals for work practice which shows how they will demonstrate professional values and commitment; knowledge and understanding and skills and abilities within their professional work practice
- ◆ effectively communicate the proposal and plan to the tutor and manager of service

Outcome 4

- ◆ demonstrate professional values and commitment; knowledge and understanding and skills
- ◆ the abilities within their professional work practice
- ◆ produce a critical reflective journal or blog
- ◆ review the agreed plan for professional work practice

Outcome 5

- ◆ make appropriate connections across their professional practice
- ◆ critically evaluate own professional values and personal commitment, professional knowledge and skills in relation to services for children, young people and their families

Outcome 6

- ◆ contrast and compare their professional childhood practice and that found within their professional work practice
- ◆ critically analyse and reflect on the similarities and the differences in the personal values and professional commitment, the professional knowledge and understanding and professional skills and abilities.
- ◆ identify areas for improvement in own professional practice



Higher National Unit Support Notes

Unit title: Childhood Practice: Leadership and Management
(Workplace Practice) (SCQF level 9)

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 160 hours.

Guidance on the content and context for this unit

This is a substantial unit in terms of the SCQF level and the credit points. This unit is suitable for learners who already have a comprehensive knowledge of childhood practice and the leadership and management practice required within the services which support children, young people and their families. It can be used to support those developing and/or enhancing their leadership and management knowledge and practice.

The purpose of this unit is to allow learners to develop their knowledge, skills and practice within services which support children, young people and their families. It is comprehensive in covering their professional values and personal commitment, their knowledge and understanding of childhood practice and their professional skills and abilities to lead and manage services for children and young people.

The unit is also designed to enhance and develop the learners' capacity for self-direction, planning, communication, and critical review of their own work to achieve confidence in their own professional practice. Learners can develop transferable skills, abilities and knowledge to allow them to extend professionally across services that support children, young people and their families.

Learners at this level are expected to exercise autonomy and initiative at a professional level throughout this unit. They will be critically analysed and evaluate their own work and development throughout the unit. They will be expected to make focussed and specific connections between their knowledge and understanding and their own professional practice. They should use a range of sources and techniques to make judgements about their progress and development.

Learners should expect regular one-to-one sessions with their tutor and discussions with the class to enable them to share experiences about progress, development and evaluation. This need not be physical class meetings, but may be supported by discussion forums or through virtual learning environments.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Leadership and Management
(Workplace Practice) (SCQF level 9)

It is essential that learners articulate their knowledge and understanding from other units in the PDA to develop and enhance into their leadership and management practice. They should demonstrate a broad and integrated knowledge and understanding of the professional services that support children, young people and their families and be able to relate this to the specialism found in their own services and in the external service. This knowledge should be linked to the development of the learners own professional practice.

Learners should have the opportunity to reflect on 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), as they relate to their professional practice and their transferable skills across the sector.

Outcomes 1 and 5

The learner must have the opportunity to consider the importance of reflective practice to the childhood practice professional. They should analyse their own professional values for children's rights, protection and care including: equality, diversity and inclusion, social justice and anti-discrimination. They need to develop their professional commitment to participatory partnerships, including colleagues, parents and carers, families, communities and other agencies and partnerships with whom they work and to manage resources to take responsibility for their own professional learning and development.

The learner should integrate their broad and balanced knowledge of children and childhoods to underpin their professional practice. This should include their knowledge of relevant frameworks and programmes, including national and local legislation and policies, organisational frameworks and statements of principles for supporting and enabling play, active learning opportunities and experiences, and development of children and young people. The learner should use their knowledge of services and professional roles and responsibilities within the framework for Childhood Practice and the principles, theories and concepts of leadership and management practice relevant to their own professional practice.

This knowledge can be integrated from mandatory units within the PDA Childhood Practice (SCQF level 9) and in this unit synthesised with their professional practice. The learner should use this to analyse and critically evaluate professional knowledge and practice.

Outcomes 2 and 5

The learner must analyse and evaluate their own skills and abilities for working with children, young people and their families. In order to do this they must consider the following aspects of the delivery and ongoing development of a high quality childcare service:

- ◆ their ability to co-ordinate and lead environments which support play, learning opportunities and experiences that are safe, secure, caring and nurturing, and inclusive, and provide balanced and flexible programmes
- ◆ their ability to lead the development of positive and caring relationships with each child and family
- ◆ their skills of communication, collaboration and partnership within services which support children, young people and their families
- ◆ their ability to identify and support professional development needs of self and colleagues

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Leadership and Management
(Workplace Practice) (SCQF level 9)

This knowledge can be integrated from the mandatory option units within the PDA Childhood Practice (SCQF level 9) which is most closely related to their workplace, and/or their employment or professional work practice . The learner should use this to analyse and critically evaluate professional skills and abilities.

Outcomes 3 and 4

The learner should have the opportunity to meet with their tutor individually to develop their proposal into a plan for their professional work practice . The learner must get approval from the management of the external service.

This placement should be in an external and different service to the one where the learner is employed and/or on placement. This service can cover a wide range of services which support children, young people and their families and should be linked to another unit from the mandatory option section of the PDA Childhood Practice (SCQF level 9).

For example, if the learner is a manager of a nursery (*Childhood Practice: Early Learning*) then they may identify an external service as the local youth work service (*Childhood Practice: Youth Work*) or the Play Ranger Service (*Childhood Practice: Playwork*). It would even be possible for the learner to identify the Reporter to the Children's Panel (*Childhood Practice: Family Support*). The final decision about the suitability of the proposal is at the discretion of the tutor.

There is no minimum amount of time to be spent in their professional work practice , as this will depend on local circumstances but it should be a sufficient length of time to enable significant learning and development.

The support of manager or supervisor in their professional work practice is central in contributing to the provision of an appropriate environment to allow the learner to demonstrate professional practice and is an essential aspect of the partnership arrangement. The manager or supervisor should hold a qualification required for registration as a lead practitioner/manager with the Scottish Social Services Council.

Whilst undertaking their professional work practice, the learner should ensure that they maintain a Reflective Journal which will allow them to continue to engage with the reflective process and to further develop their own understanding of professional values and personal commitment; knowledge and understanding of childhood practice and skills and abilities for leading and managing services for children, young people and their families.

Outcome 6

The learner should demonstrate that they can critically reflect on own professional leadership and management practice in relation to Childhood Practice. The learner should undertake critical analysis, evaluation and/or synthesis of their own professional values and personal commitment, their professional knowledge and understanding and their professional skills and abilities with the broad Benchmark Standards for Childhood Practice. They should draw on a number of sources to undertake this critical reflection, their own reflective reports, their reflective journal or blogs, feedback from manager or supervisor, feedback from tutor or from peer discussion groups.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Leadership and Management
(Workplace Practice) (SCQF level 9)

Guidance on approaches to delivery of this unit

This unit is a mandatory unit within the PDA Childhood Practice (SCQF level 9) and should be delivered as part of the group award.

There is a requirement that it must be integrated with the mandatory unit: *Leadership and Management of Childhood Practice* and with two of the units from the mandatory option section of the award.

This unit presupposes that the learner will already be working or on placement in a service that supports children, young people and their families, and that they must undertake a professional work practice in another external childhood practice service.

It is expected that this unit will be undertaken as part of the integrated delivery of this award and that delivery and assessment will be carried out in a manner which is integrated with other relevant units – *Childhood Practice: Leadership and Management* and with two of the units from the mandatory option section of the award.

Guidance on the integrated delivery and assessment for the group awards that this unit forms can be found in the respective Arrangements documents.

Learners can present their evidence in the form of reflective reports (total of approximately 4,500 words) which can be completed in their own time, based on workplace experience from at least two services which support children, young people and their families linked to the two units undertaken in the mandatory option section.

Own Workplace/Placement (Outcomes 1 and 2)	External Service (Professional work practice) (Outcome 5)
<ul style="list-style-type: none"> ◆ Own professional values and personal commitment with a piece of their own professional practice and highlighting the relevance to the Benchmark Standards for Childhood Practice. (500 words) 	<ul style="list-style-type: none"> ◆ Produce additions to the critical reflective reports from Outcome 1 which identifies the same professional values and personal commitment within their professional work practice (500 words)
<ul style="list-style-type: none"> ◆ Own professional knowledge and understanding with the Benchmark Standards for Childhood Practice. (500 words) 	<ul style="list-style-type: none"> ◆ Produce additions to the critical reflective reports from Outcome 1, which identifies the knowledge and understanding within their professional work practice (500 words)
<ul style="list-style-type: none"> ◆ Own professional skills and abilities for working with children, young people and their families. This should relate to the Benchmark Standards for Childhood Practice. (500 words) 	<ul style="list-style-type: none"> ◆ Produce additions to their critical reflective reports from Outcome 2 which identifies the skills and abilities within their professional work practice (500 words)

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Leadership and Management
(Workplace Practice) (SCQF level 9)

Professional Work Practice Folio (Outcome 3 and 4)
<ul style="list-style-type: none">◆ Proposal and Plan for professional work practice-in an appropriate setting other than their own workplace◆ Reflective Journal or Blog from professional work practice◆ Feedback from Manager or Supervisor in professional work practice◆ Review of Plan◆ Feedback from Tutor
(Outcome 6)
Reflective essay (1,000 words) which can be completed in their own time, based on professional work practice and their own professional practice within services for children, young people and their families related to childhood practice. This essay must build on their reflection in the three critical reflective reports from Outcomes 1, 2, 3 and 5 and should be referenced to the mandatory units and with two mandatory option units within the Award.

These reflective reports will be supported by a portfolio of evidence, and may be complimented with integrated holistic assessment from other units in the award.

The portfolio of evidence will contain:

- ◆ Proposal and Plan for professional work practice (Outcome 3)
- ◆ Reflective Journal or Blog from professional work practice (Outcome 4)
- ◆ Feedback from Manager or Supervisor in professional work practice (Outcome 4)
- ◆ Review of Plan
- ◆ Feedback from Tutor

A written report may be supplemented by written/oral questions to ensure all aspects of the Evidence Requirements are fully met.

The assessment for this unit should be holistic and integrated across the PDA Childhood Practice (SCQF level 9) and the learner should be encouraged relates knowledge and understanding from other units into the assessment responses for this unit.

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.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Leadership and Management
(Workplace Practice) (SCQF level 9)

The recommended sequence of delivery for this unit should be the mandatory unit *Childhood Practice: Leadership and Management* and with two other appropriate units from the Childhood Practice mandatory option section of the award.

Further guidance on the recommended integrated delivery and assessment for the group awards can be found in the respective Arrangements documents.

Learners can present their evidence in the form of reflective reports that can be completed in their own time, based on workplace experience from at least two services (your own organisation and an alternative childhood practice setting) which support children, young people and their families linked to the two units undertaken in the mandatory option section.

This reflective report will be supported by a folio of evidence, and may be complimented with integrated holistic assessment from other units in the award.

The portfolio of evidence will contain:

- ◆ Proposal and Plan for professional work practice in an appropriate setting other than their own workplace
- ◆ Reflective Journal or Blog from professional work practice
- ◆ Feedback from Manager or Supervisor in professional work practice
- ◆ Review of Plan
- ◆ Feedback from Tutor

A written report may be supplemented by written/oral questions to ensure all aspects of the evidence requirements are fully met.

The assessment for this unit should be holistic and integrated across the PDA Childhood Practice (SCQF level 9) and the learner should be encouraged to relate knowledge and understanding from other units into the assessment responses for this unit.

Assessment guidelines

Outcome 1

Learners are required to produce two critical reflective reports:

The first links their own professional values and personal commitment with a piece of their own professional practice and highlighting the relevance to the Benchmark Standards for Childhood Practice.

The second links their own professional knowledge and understanding with the Benchmark Standards for Childhood Practice.

Each report should be a concise and considered piece of work of 500 words.

These reflective reports should be submitted as part of the final folio of evidence for summative assessment. Feedback from the tutor should also be submitted.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Leadership and Management
(Workplace Practice) (SCQF level 9)

Outcome 2

Produce a report which critically reflects on their own professional skills and abilities for working with children, young people and their families. This should relate to the current Benchmark Standards for Childhood Practice.

This should be a concise and considered piece of work in 500 words, reflecting on professional skills and abilities within knowledge and skills listed above.

This reflective report should be submitted as part of the final folio of evidence for summative assessment. Feedback from the tutor should also be submitted.

Outcome 3

This outcome should be holistically assessed, where learners produce and submit their final reflective portfolio of assessment.

The Work Practice Proposal and Plan should be agreed and signed by the tutor and manager of the external organisation where the work practice is being undertaken.

This should be formally assessed through a process of individual meetings with the tutor. Meetings should be included in the critical reflective accounts in the final portfolio of evidence.

This outcome should be linked to one of the mandatory option units within the PDA Childhood Practice (SCQF level 9).

Outcome 4

The learner is required to produce a critically reflective journal which demonstrates how they have developed their professional values and personal commitment, their professional knowledge and understanding and their professional skills and abilities for working with children, young people and their families within the professional work practice.

The review of the plan should be undertaken with the manager of the organisation prior to completion of their professional work practice. This review should be included in the final submission of the folio of evidence.

Outcome 5

Learners can produce three additions to their critical reflective reports from Outcomes 1 and 2 which identify the same professional values and commitment; knowledge and understanding and skills and abilities within their professional work practice .

The learner should make appropriate connections with theory or principles that they have learned within the mandatory units within the Award and with their learning from the mandatory option unit.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Leadership and Management
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These three additions should be concise and considered pieces of work of 500 words each.

These should all be submitted as part of the folio of evidence required for final summative assessment.

Outcome 6

Learners can present their evidence in the form of a reflective essay of 1,000 words which can be completed in their own time, based on professional work practice and their own professional practice within services for children, young people and their families related to childhood practice. This essay must build on their reflection in the three critical reflective reports from Outcomes 1, 2, 3 and 5 and should be referenced to the mandatory units and with two mandatory option units within the award.

The learner must submit the three critical reflective reports from Outcomes 1, 2, 3 and 5.

A written report may be supplemented by written/oral questions, reflective journal or blog to ensure all aspects of the evidence requirements are fully met.

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
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	28/09/19

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General information for learners

Unit title: Childhood Practice: Leadership and Management (Workplace Practice) (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 designed to allow you to reflect on your own knowledge and understanding of the Benchmark Standards for Childhood Practice based on your own professional leadership and management practice, then to assist you to articulate this into a workplace experience from a different professional service which supports children, young people and their families.

The unit will provide you with the opportunity to develop and critically reflect on your own professional values and personal commitment, to reflect on your professional knowledge and understanding and your professional skills and abilities.

You will undertake a professional work practice in an external service, which supports children, young people and their families, and then you will critically reflect on the professional values and personal commitment, professional knowledge, understanding, skills and abilities in this service.

Finally, you will be able to critically reflect on your own professional leadership and management practice in relation to Childhood Practice across the sector.

You will need to be appropriately employed in and/or have suitable work placement within two professional services for children and young people working within the Childhood Practice standards.

On completion of this unit, you will be able to:

- 1 Demonstrate and critically reflect on own professional values and personal commitment, and professional knowledge and understanding of childhood practice.
- 2 Demonstrate and critically reflect on own professional skills and abilities for leading and managing services for children, young people and their families.
- 3 Research and identify an external service, which supports children, young people and their families.
- 4 Undertake a professional work practice within an external service, which supports children, young people and their families.
- 5 Critically reflect on own professional values and personal commitment, professional knowledge, understanding, skills and abilities within services which support children, young people and their families.
- 6 Critically reflect on own professional leadership and management practice in relation to Childhood Practice.

This is a substantial unit within the PDA Childhood Practice (SCQF level 9) and as such, you can expect that it is comprehensive in covering professional values and personal commitment, knowledge and understanding of childhood practice and professional skills and abilities to lead and manage services for children and young people.

General information for learners

Unit title: Childhood Practice: Leadership and Management (Workplace Practice) (SCQF level 9)

It is intended that you will enhance and develop your capacity for self-direction, planning, communication, and the critical review of your own work to achieve confidence in your professional practice. You can develop transferable skills, abilities and knowledge to allow you to extend professionally across services that support children, young people and their families.

You will be expected to exercise autonomy and initiative at a professional level throughout this unit. You will critically analyse and evaluate your own work and development and be expected to make focussed and specific connections between knowledge and understanding and your professional practice. You will use a range of sources and techniques to make judgements about your progress and development.

You should expect regular one-to-one sessions with your tutor and discussions with your class group to enable you to share experiences about progress, development and evaluation.

Outcomes 1 and 2

You will need to critically reflect on your current leadership and management practice in relation to your own professional values and personal commitment, and professional knowledge and understanding of childhood practice and your professional skills and abilities for leading and managing services for children, young people and their families. You will need to produce three reflective reports.

Outcomes 3 and 4

You will identify a professional work practice in an external and different service to the one where you are employed and/or on placement. This service can cover a wide range of services, which support children, young people and their families and should be linked to another unit from the mandatory option section of the PDA Childhood Practice (SCQF level 9).

You will have the opportunity to meet with the tutor individually to develop your proposal into a plan for your professional work practice. You must get approval from the management of the external service. You will then undertake the professional work practice and keep a reflective journal or blog of the experience.

Outcome 5

You will revisit the reflective reports you wrote for Outcomes 1 and 2 and make additions to them based on your learning experiences in your professional work practice.

Outcome 6

You must produce a reflective essay, which pulls together your critical reflections based on professional work practice and their own professional practice within services for children, young people and their families related to childhood practice.