Group Award Specification for:

PDA Childhood Practice

Group Award Code: GM93 48

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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.

SQA initiated a scoping report of the PDA Childhood Practice (G96H 48) as part of a major review of all Childhood Practice qualifications. The Quality Design Team (QDT) was mindful to make the best use of relevant data that was gathered from centres delivering the award.

The HNC Childhood Practice has seen significant changes to the previous qualification (HNC Early Education and Childcare) and reflects the Scottish Government's policy of enabling workers to be able to move more seamlessly across the Early Learning and Childcare sector and the social services sector.

In line with the Scottish Government's intention to strengthen leadership and improve career opportunities a revision of the PDA Childhood Practice was required.

The timing of the review reflects major developments within Early Learning and Childcare:

♦   The revision of the Childhood Practice Standards 2015
♦   Workforce review
♦   The implementation of the Children and Young People (Scotland) Act 2014
♦   *Building the Ambition: The National Practice Guidance for Early Learning and Childcare*
♦   The revision of the SSSC Codes of Practice 2016
♦   *How Good is our Early Learning and Childcare*
♦   *Blueprint for 2020: The expansion of Early Learning and Childcare in Scotland*

This qualification is suitable for learners who hold a practitioner qualification as specified by the Scottish Social Services Council (SSSC). In addition, learners should be working in, or have access to a placement in the childhood practice sector. Due to the diversity of roles within the sector learners may not be working directly with children but may be in a coordinating role.

The key features included in this award focus on the job roles of those aspiring to advance their practice within the childhood practice sector. The award will give learners the opportunity to consolidate extensive work experience to advance their learning beyond that of the practitioner role.

Learners can progress to the HND Childhood Practice or use the credits towards entry to the BA Childhood Practice or PDA Childhood Practice at SCQF level 9. Both these qualifications are the SSSC registration requirements for manager/lead practitioner. Centres are advised to consult SSSC for their current requirements in relation to Childhood Practice awards.

2 Qualification structure

This group award is made up of 5 SQA double unit credits. It comprises 80 SCQF credit points at SCQF level 8. A mapping of core skills mapping opportunities is available in section 5.3.

2.1 Structure

This group award is achieved on the successful attainment of the five following mandatory units.

4 code	2 code	Unit title	SQA credits	SCQF credit points	SCQF level
HT8J	35	Childhood Practice: Enhanced Professional Practice	2	16	8
HT8K	35	Childhood Practice: Leadership and Team Working	2	16	8
HT8L	35	Childhood Practice: Integrated Working and Collaborative Practice	2	16	8
HT8M	35	Childhood Practice: Policy to Practice	2	16	8
HT8N	35	Childhood Practice: Pedagogical Approaches	2	16	8

The qualification is at SCQF level 8 and reflects this competency level. It comprises 80 credits at SCQF level 8. The award is matched to the revised Childhood Practice Standards and the national occupational standards. This award replaces the PDA Childhood Practice (G96H 48) which comprised 64 credits.

3 Aims of the qualification

The principal aim of the PDA is to allow learners to advance their professional knowledge and understanding beyond the practitioner role.

3.1 General aims of the qualification

1 Develop transferable skills including core skills.
2 Develop personal effectiveness.
3 Develop critical, evaluative and analytical skills and an ability to synthesise concepts and ideas.
4 Develop problem solving skills.
5 Enable progression within the SCQF Framework including progression to higher education.
6 Provide opportunities for career planning and enhance learners' career prospects.

3.2 Specific aims of the qualification

1 To enable learners to demonstrate an understanding of the skills inherent in effective leadership, team working and collaborative working.
2 Develop professional practice.
3 Develop an understanding of theoretical concepts and pedagogy in early learning and childcare.
4 To enable learners to develop a critical understanding of local, national and international polices and legal frameworks which impact on their practice.
5 To engage in personal reflection for continued improvement.

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 as guidance only.

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:

Learners accessing this award should hold a practitioner qualification as required by the SSSC, for example, HNC Childhood Practice/SVQ Social Services (Children and Young People) at SCQF level 7 or any previous practitioner award recognised by the SSSC.

In addition, learners should be working in, or have access to a placement in the childhood practice sector. Due to the diversity of roles within the sector learners may not be working directly with children but may be in a co-ordinating role.

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	Group presentation, academic essay, reflective account
Numeracy	5	Reflective account, research project
Information and Communication Technology (ICT)	5	Group presentation, academic essay
Problem Solving	5	Reflective log
Working with Others	5	Group presentation, reflective log

5 Additional benefits of the qualification in meeting employer needs

This qualification was 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.

5.1 Mapping of qualification aims to units

Specific aims

Code	Unit title	Aims				
		1	2	3	4	5
HT8J 35	Childhood Practice: Enhanced Professional Practice	X	X	X	X	X
HT8K 35	Childhood Practice: Leadership and Team Working	X	X	X	X	X
HT8L 35	Childhood Practice: Integrated Working and Collaborative Practice	X	X	X	X	X
HT8M 35	Childhood Practice: Policy to Practice	X	X	X	X	X
HT8N 35	Childhood Practice: Pedagogical Approaches	X	X	X	X	X

5.2 Mapping of Childhood Practice Standards 2015

Code	Unit title	Childhood Practice Standard																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
HT8J 35	Childhood Practice: Enhanced Professional Practice	X	X								X			X	X				X		
HT8K 35	Childhood Practice: Leadership and Teamworking	X											X				X			X	
HT8L 35	Childhood Practice: Integrated Working and Collaborative Practice	X		X								X				X				X	X
HT8M 35	Childhood Practice: Policy to Practice	X			X	X		X	X	X											
HT8N 35	Childhood Practice: Pedagogical Approaches	X					X	X						X			X	X			

Code	Unit title	Childhood Practice Standard																			
		21	22	23	24	25															
HT8J 35	Childhood Practice: Enhanced Professional Practice		X	X																	
HT8K 35	Childhood Practice: Leadership and Teamworking			X	X																
HT8L 35	Childhood Practice: Integrated Working and Collaborative Practice	X																			
HT8M 35	Childhood Practice: Policy to Practice																				
HT8N 35	Childhood Practice: Pedagogical Approaches																				

5.3 Mapping of National Occupational Standards (NOS) social services children and young people

Code	Unit title	National Occupational Standard						
HT8J 35	Childhood Practice: Enhanced Professional Practice	SCDHSC0042 Underpinning knowledge and Practice	SCDHSC0043 Underpinning knowledge and practice	CFAMLB1 Underpinning knowledge and practice	SCDHSC0416 Underpinning knowledge and practice	SCDHSC0420 Underpinning knowledge and practice		
HT8K 35	Childhood Practice: Leadership and Teamworking	CFAMLB6 Underpinning knowledge and Practice	CFAMLB1 Underpinning knowledge and practice	SCDCCLD 0416 Underpinning knowledge and practice	CFAMLC2 Underpinning knowledge and practice	SCDCCLD 0431 Underpinning knowledge and practice		
HT8L 35	Childhood Practice: Integrated and Collaborative Practice	SCDCCLD 0417 Underpinning knowledge and practice	SCDCCLD 0421 Underpinning knowledge and practice	SCDCCLD 0422 Underpinning knowledge and practice	SCDCCLD 0423 Underpinning knowledge and practice	SCDCCLD 0431 Underpinning knowledge and practice		
HT8M 35	Childhood Practice: Policy to Practice	SCDHSC0042 Underpinning knowledge and Practice	SCDCCLD0414 Underpinning knowledge and practice	SCDCCLD0418 Underpinning knowledge and practice	SCDCCLD0423 Underpinning knowledge and practice			
HT8N 35	Childhood Practice: Pedagogical Approaches	SCDCCLD0403 Underpinning knowledge and Practice	SCDCCLD0407 Underpinning knowledge and practice	SCDCCLD0410 Underpinning knowledge and practice	SCDCCLD0412 Underpinning knowledge and practice	SCDCCLD0414 Underpinning knowledge and practice	SCDCCLD0415 Underpinning knowledge and practice	SCDCCLD0423 Underpinning knowledge and practice

5.4 Mapping of Core Skills development opportunities across the qualification

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
	Childhood Practice: Enhanced Professional Practice	X	X			X		X	X	X	X	X
	Childhood Practice: Leadership and Teamworking	X	X			X		X	X	X	X	X
	Childhood Practice: Integrated Working and Collaborative Practice	X	X		X	X	X	X	X	X	X	X
	Childhood Practice: Policy to Practice	X	X		X	X	X	X	X	X	X	X
	Childhood Practice: Pedagogical Approaches	X	X			X		X	X	X	X	X

5.5 Assessment strategy for the qualification

Unit	Assessment			
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**
Childhood Practice: Enhanced Childhood Practice	Academic essay Reflective account	Academic essay Reflective account	Academic essay Reflective account	Academic essay
Childhood Practice: Integrated Working and Collaborative Practice	Integrated essay/report or presentation supported by a report	Integrated essay/report or presentation supported by a report	Integrated essay/report or reflective log	Integrated essay/report or reflective log
Childhood Practice: Policy to Practice	Group presentation supported by reflective account	Group presentation supported by reflective account	Academic essay or poster and reflective log	Academic essay or poster and reflective log
Childhood Practice: Leadership and Teamworking	Group presentation supported by reflective account	Reflective accounts	Reflective accounts	Reflective accounts
Childhood Practice: Pedagogical Approaches	Group presentation supported by a reflective account	Group presentation supported by reflective account	Academic essay	Academic essay

6   Guidance on approaches to delivery and assessment

The PDA consists of 5 mandatory double credit HN Units at SCQF level 8 allowing learners to achieve 80 SCQF credit points.

The qualification aims to develop professional practice enabling learners to demonstrate an understanding of the skills necessary to lead effectively, work as part of a team and work collaboratively with others.

Learners will develop an understanding of theoretical concepts and pedagogy in childhood practice.

The award will enable learners to develop a critical understanding of local, national and international policies and legal frameworks which impact on their practice.
They will engage in personal reflection for continuous professional development.
This award would allow experienced practitioners to enhance their professional practice beyond their current role.

The award may be delivered in a variety of different ways which will reflect the learning, employment and development needs of individual learners and employing organisations. The most common method of delivery will be to learners who are currently in full or part time employment and will be studying on a part time basis.

Modes of delivery could include classroom learning, online, distance learning or a combination of these.

It is recommended that assessments are integrated where the opportunity arises.

While each HN Unit has very specific evidence requirements and assessment guidance it is strongly recommended that where overlaps between units occurs an assessment from one unit should be considered to meet some or all of the evidence requirements from other units to avoid the possibility of over assessment.

6.1   Sequencing/integration of units

Guidance will be available for centres to illustrate where possible integration of units and assessments may occur.

It is suggested that centres consider beginning with the unit *Childhood Practice: Enhanced Professional Practice* to allow learners to reflect on their role and its impact on professional childhood practice.

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, a full 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.

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

♦ HN Graded Units
♦ Course and/or external assessments
♦ Other integrative assessment units (which may or not be graded)
♦ 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 units of this award form part of the mandatory section of the HND Childhood Practice (XXXX) The PDA Childhood Practice at SCQF level 8 allows learners to achieve 80 SCQF level 8 credits towards the 120 SCQF level 8 credits necessary to progress to the PDA Childhood Practice Award at SCQF level 9.

The PDA Childhood Practice at SCQF level 8 may also be accepted by universities who offer the BA Childhood Practice award. The level of articulation is at the discretion of individual universities.

6.2.3 Transitional arrangements

Due to the substantial changes to the new PDA Childhood Practice in relation to the knowledge and skills required there are no transitional arrangements.

6.2.4 Credit transfer

Due to the substantial changes in the knowledge and skills required there are no opportunities for credit transfer.

6.3   Opportunities for e-assessment

All units in this award would lend themselves to e-learning and e-assessment.
Centres who offer this type of delivery are responsible for ensuring that their systems meet the necessary SQA guidance.

However, it is recommended that centres create the opportunity for learners to be involved with other learners in order to facilitate a sharing of professional practice.

6.4 Support materials

Guidance on integration of assessments will be available on the SQA secure site.

6.5 Resource requirements

It is recommended that staff in centres delivering this award have appropriate current knowledge and understanding of legislation, policy, guidance and frameworks in relation to childhood practice.

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:

♦ candidates 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 candidates 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 candidates 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 acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

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 PDA Childhood Practice award is suitable for you if you currently hold a practitioner qualification recognised by the Scottish Social Services Council (SSSC) and wish to enhance your practice and aspire to progress to a leadership or management role .In addition you should be working in or have access to a placement in the childhood practice sector.

This award is a major revision of the PDA Childhood Practice (G96H 48) which was validated in January 2009. This revision was made necessary by the many changes to legislation, policy guidance and current research within the childhood practice sector.

This group award is made up of 5 SQA double credit mandatory HN Units. It comprises of 80 SCQF level 8 credit points.

The aims of this award is to:

♦ enable learners to demonstrate an understanding of the skills inherent in effective leadership, team working and collaborative working.
♦ develop professional practice.
♦ develop an understanding of theoretical concepts and pedagogy in Childhood Practice.
♦ enable candidates to develop a critical understanding of local, national and international polices and legal frameworks which impact on their practice.
♦ engage in personal reflection for continued improvement.

The award is designed to equip you with the skills knowledge to progress onto higher level courses, for example, the HND Childhood Practice, PDA Childhood Practice at SCQF level 9.

Articulation to the BA Childhood Practice is at the discretion of individual universities.