



Group Award Specification for:

HND Childhood Practice

Group Award Code: GN0R 16

Validation date: July 2017

Date of original publication: September 2017

Version: 01

Contents

1	Introduction	1
2	Qualification structure	2
2.1	Structure	2
3	Aims of the qualification	4
3.1	General aims of the qualification.....	5
3.2	Specific aims of the qualification.....	5
3.3	Graded unit	5
4	Recommended entry to the qualification.....	6
4.1	Core Skills entry profile	6
5	Additional benefits of the qualification in meeting employer needs.....	6
5.1	Mapping of the specific qualification aims to units	7
	Mapping of the Standard for Childhood Practice 2015	10
5.2	Mapping of National Occupational Standards (NOS) and/or trade body standards	13
5.3	Mapping of Core Skills development opportunities across the qualification	15
5.4	Assessment strategy for the qualification	18
6	Guidance on approaches to delivery and assessment	22
6.1	Sequencing/integration of units.....	22
6.2	Recognition of prior learning	23
6.3	Opportunities for e-assessment.....	24
6.4	Support materials.....	24
6.5	Resource requirements.....	24
7	General information for centres.....	24
8	Glossary of terms	24
9	General information for learners	27

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) and the HND Childhood Practice (code) 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 HND Childhood Practice was required.

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

- ◆ The revision of the Childhood Practice Standards 2015
- ◆ The Review of the Scottish Early Learning and Childcare Workforce 2015
- ◆ The implementation of the Children and Young People (Scotland) Act 2014
- ◆ Building the Ambition: The National Practice Guidance for Early Learning and Childcare. 2014
- ◆ The revision of the SSSC Codes of Practice 2016
- ◆ How Good is our Early Learning and Childcare.2016
- ◆ Blueprint 20/20: The Expansion of Early Learning and Childcare in Scotland 2017
- ◆ The Revision of the National Care Standards 2017

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. However it is the responsibility of the learner to ensure that they have sufficient time in an early learning and childcare setting or a playwork setting to ensure that they can carry out all the required elements of the award.

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 and reflect on their own work experience to advance their learning beyond that of the practitioner role.

Learners can progress 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

In order to achieve the HND Childhood Practice the learner must have a total of 240 credits at SCQF level 7 and 8. Learners will have previously achieved a practitioner qualification, as prescribed by SSSC, which will have differing amounts of credits attached. It is the responsibility of the centre to ensure that any deficiency in credits is addressed.

The level 8 component of the award comprises 15 SQA unit credits, 120 SCQF credit points of which 80 SCQF credits are achieved through the completion of the PDA Childhood Practice, 16 SCQF credits from the mandatory optional units, a graded unit at 8 SCQF credits and a further 16 SCQF credits in the optional unit section.

A mapping of Core Skills development opportunities, Standard for Childhood Practice and the national occupational standards is available in Section 5.

2.1 Structure

Mandatory HN Units (all units must be selected — 10 SQA credits 80 SCQF credit points)

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

Mandatory SVQ units (2 SQA credits a minimum of 16 SCQF credit points must be selected)

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
H5VW	04	Take Responsibility for the Continuing Professional Development of Yourself and Others	9	10	1
H5W1	04	Lead Curriculum Provision of Early Education for Children	10	13	1
H5W3	04	Lead the Support of Children's Communication	9	10	1
H5W4	04	Lead the Support for Children's Creativity	9	7	1
H5W5	04	Lead the Support for Children's Mathematical Learning, exploration and Problem Solving	9	10	1
FT5H	04	Work with other Organisations, Agencies and professionals	9	12	1
FT5M	04	Implement Contemporary frameworks within a Play Context	9	12	1

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
FT5C	04	Establish and Develop Working Relationships	9	9	1
FT5K	04	Research, Design and Facilitate Possibilities for Self Directed Play	10	18	1
H5W0	04	Lead Provision for Babies and Children in Partnership with Parents and Carers	10	10	1
H5W2	04	Lead the Physical, Cognitive, Emotional and Social Development of Children	10	8	1
H5W6	04	Evaluate the Environment for Children and Families	10	8	1
H5WK	04	Support Parents and Carers to Acquire Skills to Care for and Protect Babies, Children and Young People	9	11	1

Mandatory HN Graded Unit (must be selected — 1 SQA credit 8 SCQF credit points)

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
HV81	35	Childhood Practice: Graded Unit 2	8	8	1

Optional units — (2 SQA credits with a minimum of 16 SCQF credit points must be selected, more credits may be selected in order to achieve the 30 SQA credits for the group award)

Learners will have previously achieved a practitioner qualification, as proscribed by SSSC, which will have differing amounts of credits attached. It is the responsibility of the centre to ensure that any deficiency in credits is addressed to achieve 30 SQA credits

Please note a unit can only be selected if not already included in HNC Childhood Practice/Social Services

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
DN1L	35	Managing the Implementation of the Values and Principles of Playwork	8	8	1
DN88	35	Sociology of Childhood	8	8	1
DV0K	35	Supporting and Managing the Protection of Individuals	8	8	1
F56T	35	Childhood Practice and Social Services: Applied Psychology	8	8	1
F56V	35	Childhood Practice and Social Services: Applied Sociology	8	8	1
F56W	35	Childhood Practice and Social Services: Assessment, Planning, Implementation and Evaluation of Professional Practice	8	16	2
D7ME	35	Communication and Behaviour Science	8	8	1
H994	34	Collaborative Working	7	8	1
H990	34	Supporting Children and Young People with Additional Support Needs	7	8	1

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
H98Y	34	Supporting Children and Young People's Behaviour	7	8	1
DM0F	34	Caring for Young People in Secure Care Setting	7	8	1
H98X	34	Support for Play, Learning and Development	7	8	1
DF53	34	Facilitating Playwork Opportunities	7	8	1
H995	34	Strategies for Child Health	7	8	1
H993	34	Play	7	8	1
H992	34	Supporting Contemporary Families	7	8	1
H9PL	34	Supporting our Youngest Children 0-3 years	7	8	1
H9PM	34	Working with Children 3-6 years	7	8	1
H9PN	34	Working with Children 6-8 years	7	8	1
H9PP	34	Working with Children 8-12 years	7	8	1
F9D9	34	Administration of Medication	7	8	1
FM66	34	Social Science: Research and Methodology	7	8	1

SVQ Group Awards (SCQF Level 7 minimum 8 SQA credits maximum 9 SQA credits)

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
GH5W	23	SVQ Social Services: Children and Young People	7	-	8
G84W	23	SVQ Playwork	-	-	9
GD1V	23	SVQ in Playwork	7	-	9

HN Group Awards (SCQF Level 7 12 SQA credits)

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
GK9T	15	HNC Childhood Practice	7	100	12
GK89	15	HNC Social Services	7	100	12
G7CX	15	HNC Early Education and Childcare	7	96	12
G8P2	15	HNC Additional Support Needs: Supporting the Individual	7	96	12

3 Aims of the qualification

The principal aim of the HND in Childhood Practice is to allow learners to advance their professional knowledge and understanding beyond the practitioner role.

3.1 General aims of the qualification

All HNDs have a range of broad aims that are generally applicable to all equivalent Higher Education (HE) qualifications:

- 1 Develop and/or strengthen critical and evaluative thinking
- 2 Develop and/or strengthen problem solving
- 3 Develop and/or strengthen the ability to manage and absorb large amounts of information
- 4 Convey complex information
- 5 Exercise autonomy and initiative in some activities
- 6 Develop and/or strengthen personal effectiveness
- 7 Develop and/or strengthen the ability to take responsibility for one's own learning
- 8 Develop and/or strengthen study and research skills
- 9 Develop and/or strengthen skills in IT
- 10 Develop and/or strengthen skills in numeracy
- 11 Enable progression within the SCQF

3.2 Specific aims of the qualification

- 1 Develop professional practice
- 2 Enable learners to demonstrate an understanding of the skills inherent in effective leadership, team working and collaborative working.
- 3 Develop an understanding of theoretical concepts and pedagogy in Early Learning, Childcare and Playwork
- 4 Enable candidates to develop a critical understanding of local, national and international policies and legal frameworks which impact on their practice.
- 5 Provide better outcomes for children and young people
- 6 Engage in personal reflection for continued improvement.
- 7 Contribute to the development of high quality and flexible early learning and childcare and playwork services
- 8 Collaborate with other agencies and other children's services
- 9 Develop skills and knowledge to conduct research into professional childhood practice
- 10 Conform to a code of ethics for Childhood Practice research

3.3 Graded unit

The graded unit will be assessed by the use of a research investigation of professional practice which will include:

- ◆ A plan of action
- ◆ An investigation report with conclusions and recommendations
- ◆ Evidence showing evaluation of the investigation report
- ◆ A reflection of the candidate's role in the process

The *Childhood Practice: Graded Unit 2* requires candidates to undertake a professional activity and practitioners have obligations to service users, children and young people, to their employers, to one another, to colleagues in other disciplines and to society.

To conduct research in professional practice, practitioners must conform to a code of ethics for social services and childhood practice research. The primary objective of a code of ethics in research is to express the values and principles which are integral to social services and childhood practice, and to provide a code of ethical behaviour while completing the research activity.

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 will 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. Providers should consult SQA in relation to the credit values of awards which candidates gained before the HNC Childcare and Education or the SVQ level 7 Children's Care Learning and Development.

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.

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	6	Group presentation, academic reflective account
Numeracy	6	Reflective account, research project
Information and Communication Technology (ICT)	6	Group presentation, academic essay
Problem Solving	6	Reflective log
Working with Others	6	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 the Standard for Childhood Practice 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 the specific qualification aims to units

Code	Unit title	Aims									
		1	2	3	4	5	6	7	8	9	10
HTHJ 35	Childhood Practice: Enhanced Professional Practice	X	X	X	X	X	X	X	X	X	X
HT8K 35	Childhood Practice: Leadership and Team Working	X	X	X	X	X	X	X	X	X	X
HT8L 35	Childhood Practice: Integrated and Collaborative Working	X	X	X	X	X	X	X	X	X	X
HT8M 35	Childhood Practice: Policy to Practice	X	X	X	X	X	X	X	X	X	X
HT8N 35	Childhood Practice: Pedagogical Approaches	X	X	X	X	X	X	X	X	X	X
H5VW 04	Take Responsibility for the Continuing Professional Development of Yourself and Others	X	X		X	X	X	X			X
H5W1 04	Lead Curriculum Provision of Early Education for Children	X	X	X	X	X	X	X			X
H5W3 04	Lead the Support of Children's Communication	X	X	X		X	X	X	X	X	X
H5W4 04	Lead the Support for Children's Creativity	X	X	X		X	X	X	X	X	X
H5W5 04	Lead the Support for Children's Mathematical Learning, exploration and Problem Solving	X	X	X		X	X	X	X	X	X
HV81 35	Childhood Practice: Graded Unit 2	X		X	X	X	X	X	X	X	X
DN1L 35	Managing the Implementation of the Values and Principles of Playwork										
DN88 35	Sociology of Childhood	X		X	X	X		X		X	X

Code	Unit title	Aims									
		1	2	3	4	5	6	7	8	9	10
DV0K 35	Supporting and Managing the Protection of Individuals	X	X	X	X	X	X	X	X		X
F56T 35	Childhood Practice and Social Services: Applied Psychology	X	X		X	X	X	X	X	X	X
F56V 35	Childhood Practice and Social Services: Applied Sociology	X	X		X	X	X	X	X	X	X
D7ME 35	Communication and Behaviour Science	X	X		X		X	X		X	X
H994 34	Collaborative Working	X	X	X	X	X	X	X	X	X	X
H990 34	Supporting Children and Young People with Additional Support Needs	X	X	X	X	X	X	X	X	X	X
H98Y 34	Supporting Children and Young People's Behaviour	X	X	X	X	X	X	X	X	X	X
DM0F 34	Caring for Young People in Secure Care Setting	X	X		X	X	X		X	X	X
H991 34	Promoting Language, Literacy and Numeracy	X		X	X	X	X	X		X	X
H98X 34	Support for Play, Learning and Development	X	X	X	X	X	X	X	X	X	X
DF53 34	Facilitating Playwork Opportunities										
H995 34	Strategies for Child Health	X	X		X	X	X		X	X	X
H993 34	Play	X		X	X	X	X	X		X	X
H992 34	Supporting Contemporary Families	X	X	X	X	X	X	X	X	X	X
H9PL 34	Supporting our Youngest Children 0-3 years	X	X	X	X	X	X	X	X	X	X

Code	Unit title	Aims									
		1	2	3	4	5	6	7	8	9	10
H9PM 34	Working with Children 3-6 years	X		X	X	X	X	X	X	X	X
H9PN 34	Working with Children 6-8 years	X		X	X	X	X	X	X	X	X
H9PP 34	Working with Children 8-12 years	X		X	X	X	X	X	X	X	X
F9D9 34	Administration of Medication	X		X	X	X	X	X			
FM66 34	Social Science: Research and Methodology	X		X		X	X			X	X
SVQ options											
H5W0 04	Lead the Physical, Cognitive, Emotional and Social Development of Children	X	X	X	X	X	X	X	X	X	X
H5W2 04	Evaluate the Environment for Children and Families	X	X	X	X	X	X	X	X	X	X
H5W6 04	Support Parents and Carers to Acquire Skills to Care for and Protect Babies, Children and Young People	X	X	X	X	X	X	X	X	X	X
H5VW 04	Lead Programmes for the Promotion of Children and Young People's Development	X	X	X	X	X	X	X	X	X	X
H5WK 04	Support Parents and Carers to Acquire Skills to Care for and Protect Babies, Children and Young People.	X	X	X	X	X	X	X	X	X	X
FT5H 04	Work with other Organisations, Agencies and professionals	X	X	X	X	X	X	X	X	X	X
FT5M 04	Implement Contemporary Frameworks within a Play Context	X	X	X	X	X	X	X	X	X	X

Code	Unit title	Aims									
		1	2	3	4	5	6	7	8	9	10
FT5C 04	Establish and Develop Working Relationships	X	X	X	X	X	X	X	X	X	X
FT5K 04	Research, Design and Facilitate Possibilities for Self Directed Play	X	X	X	X	X	X	X	X	X	X

Mapping of the Standard for Childhood Practice 2015

Code	Unit title	Standards									
		1	2	3	4	5	6	7	8	9	10
HTHJ 35	Childhood Practice: Enhanced Professional Practice	X	X								X
HT8K 35	Childhood Practice: Leadership and Team Working	X									
HT8L 35	Childhood Practice: Integrated and Collaborative Working	X		X							
HT8M 35	Childhood Practice: Policy to Practice	X			X			X	X	X	
HT8M 35	Childhood Practice: Pedagogical Approaches	X					X	X			
HV81 35	Childhood Practice: Graded Unit 2		X					X			
DN1L 35	Managing the Implementation of the Values and Principles of Playwork										
DN88 35	Sociology of Childhood	X			X						
DV0K 35	Supporting and Managing the Protection of Individuals	X							X		X
F56T 35	Childhood Practice and Social Services: Applied Psychology		X		X						

Code	Unit title	Standards									
		1	2	3	4	5	6	7	8	9	10
F56V 35	Childhood Practice and Social Services: Applied Sociology	X	X		X			X			X
HTHJ 35	Childhood Practice: Enhanced Professional Practice			X	X				X		
HT8K 35	Childhood Practice: Leadership and Team Working		X				X			X	
HT8L 35	Childhood Practice: Integrated and Collaborative Working	X				X				X	X
HT8M 35	Childhood Practice: Policy to Practice										
HT8M 35	Childhood Practice: Pedagogical Approaches			X			X	X			
HV81 35	Childhood Practice: Graded Unit 2			X							
DN1L 35	Managing the Implementation of the Values and Principles of Playwork										
DN88 35	Sociology of Childhood		X								
DV0K 35	Supporting and Managing the Protection of Individuals				X	X					X
F56T 35	Childhood Practice and Social Services: Applied Psychology		X								
F56V 35	Childhood Practice and Social Services: Applied Sociology	X	X		X	X	X	X	X	X	X

Code	Unit title	Standards				
		21	22	23	24	25
HTHJ 35	Childhood Practice: Enhanced Professional Practice		X	X		
HT8K 35	Childhood Practice: Leadership and Team Working			X	X	

Code	Unit title	Standards				
		21	22	23	24	25
HT8L 35	Childhood Practice: Integrated and Collaborative Working	X				
HT8M 35	Childhood Practice: Policy to Practice					
HT8M 35	Childhood Practice: Pedagogical Approaches					
HV81 35	Childhood Practice: Graded Unit 2		X		X	
DN1L 35	Managing the Implementation of the Values and Principles of Playwork					
DN88 35	Sociology of Childhood		X			
DV0K 35	Supporting and Managing the Protection of Individuals					
F56T 35	Childhood Practice and Social Services: Applied Psychology		X		X	X
F56V 35	Childhood Practice and Social Services: Applied Sociology		X		X	X

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

As the National Occupational Standards describe common knowledge for the award all units will contain elements of the common knowledge.

Code	Unit title									
HTHJ 35	Childhood Practice: Enhanced Professional Practice	SCDHSC 0042 Knowledge and practice	SCDCCLD 0043 Knowledge and practice	CFAMLB1 Knowledge and practice	SCDCCLD 0416 Knowledge and practice	SCDHSC 0429 Knowledge and practice	SKAD16 Knowledge and practice	SKAPW17 Knowledge and practice	SKAPW19 Knowledge and practice	
HT8K 35	Childhood Practice: Leadership and Team Working	CFAMLB6 Knowledge and practice	CFAMLB1 Knowledge and practice	SCDCCLD 0416 Knowledge and practice	CFAMLC2 Knowledge and practice	SCDCCLD 0431 Knowledge and practice	SKAD16 Knowledge and practice	SKAPW17 Knowledge and practice	SKAPW19 Knowledge and practice	
HT8L 35	Childhood Practice: Integrated and Collaborative Working	SCDCCLD 0417 Knowledge and practice	SCDCCLD 0421 Knowledge and practice	SCDCCLD 0422 Knowledge and practice	SCDCCLD 0423 Knowledge and practice	SCDCCLD 0431 Knowledge and practice	SKAD16 Knowledge and practice	SKAPW16 Knowledge and practice	SKAPW20 Knowledge and practice	
HT8M 35	Childhood Practice: Policy to Practice	SCDHSC 0042 Knowledge and practice	SCDCCLD 0414 Knowledge and practice	SCDCCLD 0418 Knowledge and practice	SCDCCLD 0422 Knowledge and practice	SKAPW17 Knowledge and practice	SKAPW22 Knowledge and practice	SKAPW23 Knowledge and practice		
HT8M 35	Childhood Practice: Pedagogical Approaches	SCDCCLD 0403 Knowledge and practice	SCDCCLD 0407 Knowledge and practice	SCDCCLD 0410 Knowledge and practice	SCDCCLD 0412 Knowledge and practice	SCDCCLD 00414 Knowledge and practice	SCDCCLD 0415 Knowledge and practice	SCDCCLD 0423 Knowledge and practice	SKAPW22 Knowledge and practice	SKAPW16 Knowledge and practice
HV81 35	Childhood Practice: Graded Unit 2	SCDCCLD 0403 Knowledge and practice	SCDCCLD 0407 Knowledge and practice	SCDCCLD 0420 Knowledge and practice	SKAPW22 Knowledge and practice					

Code	Unit title									
DN88 35	Sociology of Childhood	SCDCCLD 0420 Knowledge	SKAPW22 Knowledge and practice							
D7ME 35	Communication and Behaviour Science	N/A								
DN1L 35	Managing the Implementation of the Values and Principles of Playwork	SKAPW22 Knowledge and practice	SKAPW16 Knowledge and practice							
DV0K 35	Supporting and Managing the Protection of Individuals	SCDHS 0044 Knowledge and practice	SKAPW21 Knowledge and practice							
F56T 35	Childhood Practice and Social Services: Applied Psychology	SCDCCLD 0420 Knowledge	SKAPW22 Knowledge and practice							
F56V 35	Childhood Practice and Social Services: Applied Sociology	SCDCCLD 0420 Knowledge	SKAPW22 Knowledge and practice							

The National Occupational Standards relating to the HNC Childhood Practice award can be found within the group award specification

5.3 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
HTHJ 35	Childhood Practice: Enhanced Professional Practice	X	X				X	X	X	X	X	X
HT8K 35	Childhood Practice: Leadership and Team Working	X	X				X	X	X	X	X	X
HT8L 35	Childhood Practice: Integrated and Collaborative Working	X	X		X	X	X	X	X	X	X	X
HT8M 35	Childhood Practice: Policy to Practice	X	X		X	X	X	X	X	X	X	X
HT8M 35	Childhood Practice: Pedagogical Approaches	X	X				X	X	X	X	X	X
H5VW 04	Take Responsibility for the Continuing Professional Development of Yourself and Others	X	X			X	X	X	X	X	X	X
H5W1 04	Lead Curriculum Provision of Early Education for Children	X	X	X	X	X	X	X	X	X	X	X
H5W3 04	Lead the Support of Children's Communication	X	X			X	X	X	X	X	X	X

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
H5W4 04	Lead the Support for Children's Creativity	X	X			X	X	X	X	X	X	X
H5W5 04	Lead the Support for Children's Mathematical Learning, exploration and Problem Solving	X	X	X	X	X	X	X	X	X	X	X
HV81 35	Childhood Practice: Graded Unit 2	X	X	X	X	X	X	X	X	X	X	X
DN1L 35	Managing the Implementation of the Values and Principles of Playwork	X	X			X	X	X	X	X	X	X
DN88 35	Sociology of Childhood	X	X	X	X	X	X	X	X	X	X	X
DV0K 35	Supporting and Managing the Protection of Individuals	X	X			X	X	X	X	X	X	X
F56T 35	Childhood Practice and Social Services: Applied Psychology	X	X	X	X	X	X	X	X	X	X	X
F56T 35	Childhood Practice and Social Services: Applied Sociology	X	X	X	X	X	X	X	X	X	X	X
H5W0 04	Lead Provision for Babies and Children in Partnership with Parents and Carers	X	X	X	X	X	X	X	X	X	X	X

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
H5W2 04	Lead the Physical, Cognitive, Emotional and Social Development of Children	X	X			X	X	X	X	X	X	X
H5W6 04	Evaluate the Environment for Children and Families	X	X	X	X	X	X	X	X	X	X	X
H5WK 04	Support Parents and Carers to Acquire Skills to Care for and Protect Babies, Children and Young People	X	X			X	X	X	X	X	X	X
FT5H 04	Work with other Organisations, Agencies and professionals	X	X		X	X	X	X	X	X	X	X
FT5M 04	Implement Contemporary frameworks within a Play Context	X	X			X	X	X	X	X	X	X
FT5C 04	Establish and Develop Working Relationships	X	X			X	X	X	X	X	X	X
FT5K 04	Research, Design and Facilitate Possibilities for Self Directed Play	X	X	X	X	X	X	X	X	X	X	X

5.4 Assessment strategy for the qualification

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Childhood Practice: Enhanced Professional Practice	Academic essay Reflective account	Academic essay Reflective account	Academic essay Reflective account	Academic essay
Childhood Practice: Leadership and Team Working	Reflective report	Group presentation supported by reflective account	Group presentation supported by reflective account	Group presentation supported by reflective account
Childhood Practice: Integrated and Collaborative Working	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: Pedagogical Approaches	Group presentation supported by reflective account	Group presentation supported by reflective account	Academic essay	Academic essay
SVQ Units				
Take Responsibility for the Continuing Professional Development of Yourself and Others	Reflective account of practice, direct observation, professional discussion, witness testimony, work product	Common knowledge integrated into reflective account, project or assignment		
Lead Curriculum Provision of Early Education for Children	Reflective account of practice, direct observation, Professional discussion, witness testimony, work product	Common knowledge integrated into reflective account, project or assignment		

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Lead the Support of Children's Communication	Reflective account of practice, direct observation, professional discussion, witness testimony, work product	Common knowledge integrated into reflective account, project or assignment		
Lead the Support for Children's Creativity	Reflective account of practice, direct observation, professional discussion, witness testimony, work product	Common knowledge integrated into reflective account, project or assignment		
Lead the Support for Children's Mathematical Learning, exploration and Problem Solving	Reflective account of practice, direct observation, professional discussion, witness testimony, work product	Common knowledge integrated into reflective account, project or assignment		
Childhood Practice: Graded Unit 2	Research project presented to cover the three aspects of the graded unit			
Managing the Implementation of the Values and Principles of Playwork				
Sociology of Childhood	Essay or report	Essay or report	Essay or report	Reflective essay
Supporting and Managing the Protection of Individuals				
Childhood Practice and Social Services: Applied Psychology	Report or integrated assessment for all three outcomes	Report	Report	N/A

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Childhood Practice and Social Services: Applied Sociology	Report or integrated assessment for all three outcomes	Report	Report	N/A
SVQ Units				
Lead Provision for Babies and Children in Partnership with Parents and Carers	Reflective account of practice, direct observation, professional discussion, witness testimony, work product	Common knowledge integrated into reflective account, project or assignment		
Lead the Physical, Cognitive, Emotional and Social Development of Children	Reflective account of practice, direct observation, professional discussion, witness testimony, work product	Common knowledge integrated into reflective account, project or assignment		
Evaluate the Environment for Children and Families	Reflective account of practice, direct observation, professional discussion, witness testimony, work product	Common knowledge integrated into reflective account, project or assignment		
Support Parents and Carers to Acquire Skills to Care for and Protect Babies, Children and Young People	Reflective account of practice, direct observation, Professional discussion, witness testimony, work product	Common knowledge integrated into reflective account, project or assignment		

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Work with other Organisations, Agencies and professionals	Reflective accounts of practice, direct observation, professional discussion, witness testimony, work products	Underpinning knowledge integrated into reflective accounts, project or assignment		
Implement Contemporary frameworks within a Play Context	Reflective accounts of practice, direct observation, professional discussion, witness testimony, work products	Underpinning knowledge integrated into reflective accounts, project or assignment		
Establish and Develop Working Relationships	Reflective accounts of practice, direct observation, professional discussion, witness testimony, work products	Underpinning knowledge integrated into reflective accounts, project or assignment		
Research, Design and Facilitate Possibilities for Self Directed Play	Reflective accounts of practice, direct observation, professional discussion, witness testimony, work products	Underpinning knowledge integrated into reflective accounts, project or assignment		

6 Guidance on approaches to delivery and assessment

An HND award comprises 240 credits with 120 at SCQF level 7 (practitioner award) and 120 at SCQF level 8

The 120 credits at SCQF level 8 component of the award, consists of five mandatory double credit HN Units at SCQF level 8 (80 credits), 2 credit mandatory SVQ units (minimum of 16 credits), a mandatory graded unit (8 credits) and two optional units allowing learners to achieve 120 SCQF credit points.

In order to achieve the HND Childhood Practice the learner must have a total of 240 credits at SCQF level 7 and 8. Learners will have previously achieved a practitioner qualification, as proscribed by SSSC, which will have differing amounts of credits attached. It is the responsibility of the centre to ensure that any deficiency in credits is addressed.

The qualification is matched to the Standard for Childhood Practice 2015 and 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 also 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 award can be delivered on a full time basis with a childhood practice placement. However another method of delivery could be to learners who are currently in full or part time employment and may wish to study on a part time basis.

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

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.

In relation to the SVQ 4 units evidence from the HN Units could provide some of the elements of the common knowledge or alternatively learners may have evidence within reflective accounts of practice which will meet some of the evidence requirements for the HN Units.

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. Further guidance on this aspect of the award will also be available from SQA.

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

In order to achieve the HND Childhood Practice the learner must have a total of 240 credits at SCQF level 7 and 8. Learners will have previously achieved a practitioner qualification, as proscribed by SSSC, which will have differing amounts of credits attached. It is the responsibility of the centre to ensure that any deficiency in credits is addressed.

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

6.2.2 Transitional arrangements

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

6.2.3 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)

Graded unit: Graded units assess learners' ability to integrate what they have learned while working towards the units of the group award. Their purpose is to add value to the group award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

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.

This qualification is matched to the Standard for Childhood Practice (2015) and will provide you with a learning experience which builds the skills and understanding and provide the required number of credits necessary for transition to, and successful completion of SCQF level 9 qualifications.

Aims of the award

The overall aim of this award is to develop your ability as a reflective practitioner, strengthen your research and study skills and your knowledge and skills in childhood practice in relation to current research. It will ensure you are up to date with the government's aspirations for children and families in Scotland and that you understand the major changes in legislation policy and guidance for the sector.

Specific aims of the award

The specific aims of this award are designed to help you:

- ◆ Develop professional practice.
- ◆ Enable you to demonstrate an understanding of the skills inherent in effective leadership, team working and collaborative working.
- ◆ Develop an understanding of theoretical concepts and pedagogy in Early Learning and Childcare.
- ◆ Enable you to develop a critical understanding of local, national and international policies and legal frameworks which impact on your practice.
- ◆ Provide better outcomes for children and young people
- ◆ Engage in personal reflection for continued improvement.
- ◆ Contribute to the development of high quality and flexible early learning and childcare and playwork services.
- ◆ Collaborate with other agencies and other children's services.
- ◆ Develop skills and knowledge to conduct research into professional childhood practice.
- ◆ Conform to a code of ethics for Childhood Practice research.