



Group Award Specification for:

Promoting Effective Practice with Girls and Young Women at SCQF level 7

Group Award Code: GP2L 47

Validation date: July 2017

Date of original publication: August 2017

Version: 01

Contents

1	Introduction	1
2	Qualification structure.....	2
	2.1 Structure.....	2
3	Aims of the qualification	3
	3.1 General aims of the qualification	3
	3.2 Specific aims of the qualification.....	3
	3.3 Graded unit	3
4	Recommended entry to the qualification.....	3
	4.1 Core Skills entry profile.....	4
5	Additional benefits of the qualification in meeting employer needs	5
	5.1 Signposting of qualification aims to units	6
	5.2 Signposting of National Occupational Standards (NOS) and/or trade body standards	7
	5.3 Mapping of Core Skills development opportunities across the qualification	9
	5.4 Assessment strategy for the qualifications.....	10
6	Guidance on approaches to delivery and assessment.....	11
	6.1 Sequencing/integration of units	11
	6.2 Recognition of prior learning.....	12
	6.3 Opportunities for e-assessment.....	12
	6.4 Support materials	12
	6.5 Resource requirements	13
7	General information for centres	13
8	Glossary of terms	13
9	General information for learners	16

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

This validation proposal is for a new group award: PDA Promoting Effective Practice with Girls and Young Women (SCQF level 7). This new award is specifically designed to provide a robust and certified SCQF level 7 award which equips individuals with a range of specialist knowledge, skills and values to enable them to improve professional practice delivery, and provide continuous professional development. The title of the award reflects both the needs of the intended learner and the aims of the award.

The Centre for Youth and Criminal Justice (CYCJ) supports improvement in youth justice, contributing to better lives for individuals and communities. CYCJ is funded by the Scottish Government, hosted by Strathclyde University and their work centers on three key activities:

- ◆ Practice development: Working with practitioners and policy makers in developing, supporting and co-ordinating activities to improve youth justice.
- ◆ Research: Undertaking, supporting and coordinating research, which helps the understanding of youth justice.
- ◆ Knowledge exchange: Supporting the sharing and dissemination of knowledge.

The Scottish Government's updated strategy on Preventing Offending; Getting it Right for Children and Young People established a youth justice improvement board. Working groups were set up as agreed by the improvement board and have been aligned to three priority themes:

- ◆ Advancing the whole system approach
- ◆ Improving life chances
- ◆ Developing capacity and improvement

One of the priority areas identified is vulnerable girls and young women. There has historically been a tendency to group girls and young women's offending and risk taking behaviours alongside those of boys and young men, and literature and evidence on offending behaviour in young people has been presented under the assumption that boys and girls are the same. It is however now more widely accepted that while there are some similarities in risk factors for both boys and girls, some are more strongly associated with girls.

The award is aimed at professionals across a range of disciplines who are involved with vulnerable and high risk girls and young women. This includes those professionals and organisations who provide direct interventions, but also those who have responsibility for making potentially life changing decisions, such as, children's panel members, police, prison staff, teachers, and others, for example, who may be involved in service design or procurement. The award would enable learners to understand behaviours, risks and needs that are specific to girls and young women and to develop their understanding of the role of gender in the manifestation of issues pertinent to girls and young women.

The award is not designed to meet any specific professional degree but Scottish Government policies continue to be committed to support the need to build the capacity of the workforce to provide the appropriate care and interventions for children and young people to meet needs and manage risk at the time this is needed.

A Qualification Design Team (QDT) was established with contributions from health, social care' youth justice and the third sector. The core group of stakeholders was available throughout the design process to advise on the structure of the qualification and the content of the award, and to ensure continuity and progression. The specialist units have been written by professionals with extensive experience in their respective fields thereby ensuring that the contents of the units are relevant and fit for purpose for the range of professions and for the scope of work and roles undertaken.

There is currently no nationally recognised qualification or competition in this field in Scotland and it is anticipated that the PDA will meet the needs of professionals in health and social care as it has been designed to strengthen and support the workforce through knowledge, skills and values that offer a consistent approach, safe practice and the promotion of health and wellbeing. In April 2016 CYCJ ran free Train the Trainers courses which were attended by 66 participants who will deliver the qualification. They have anticipated that they will train approximately 1470 in year one with growth thereafter.

The former training programme delivered by the Centre for Youth and Criminal Justice (CYCJ) will no longer be available after the validation of the PDA Promoting Effective Practice with Girls and Young Woman SCQF level 7.

2 Qualification structure

This group award is made up of 2 Higher National Unit credits at SCQF level 7 (16 SCQF credit points at SCQF level 7). A mapping of Core Skills development opportunities is available in Section 5.3.

2.1 Structure

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
HT99	34	Understanding Risks and Needs of Vulnerable Girls and Young Women	7	8	1
HT9A	34	Applications of Methods to Support Vulnerable Girls and Young Women	7	8	1

This qualification is at SCQF level 7. This reflects the level of knowledge required to develop and improve practice. *Understanding Risks and Needs of Vulnerable Girls and Young Women* will provide a framework for learners to develop knowledge of definitions of risk and vulnerability in girls and young women, gender and female development theories, and what works for girls by evaluating research on relational theory. It is recommended that this unit should be undertaken first. *Applications of Methods to Support Vulnerable Girls and Young Women* will build upon this and assist competency development in understanding theories and methods which support risk management in girls and young women, enhance knowledge of what works with girls and young women and strategies which may be employed in interventions, and develop further understanding of gender specific issues pertinent to girls.

3 Aims of the qualification

The award will give professionals who work directly and indirectly with high risk and vulnerable girls and young women the knowledge and skills to improve their current practice. The award will provide a qualification that has not been previously available in Scotland and is required by frontline practitioners and workforce planners.

3.1 General aims of the qualification

- 1 Provide academic stimulus and challenge at SCQF level 7.
- 2 Develop knowledge and enhanced personal effectiveness.
- 3 Develop academic writing and research skills appropriate to SCQF level 7.
- 4 Develop investigative, evaluative and analytical skills appropriate to SCQF level 7.
- 5 Develop planning and solution focused problem solving skills.
- 6 Develop self-analysis and reflective skills.
- 7 Develop core transferable skills including those required by workforce planners to sustain and enhance development within health and social care.
- 8 Develop the ability to work flexibly in a solution focused way that supports integration across health and social care.
- 9 Provide opportunities for career progression routes and academic pathways for professional across a range of services.

3.2 Specific aims of the qualification

The award will equip professionals with the knowledge and skills required to enhance and improve their practice with high risk and vulnerable girls and young women.

- 1 Develop the underpinning knowledge that enables the integration of theory to practice with girls and young women.
- 2 Develop an understanding of the relevance and importance of gender.
- 3 Develop an understanding of best practice.
- 4 Demonstrate the ability to integrate and apply a range of specialist knowledge and skills in practice.
- 5 Enable the development of reflective practice.
- 6 Develop critical and evaluative thinking in practice.
- 7 Explore personal and societal values and how they impact on practice.
- 8 Develop an understanding of risk and risk management inherent to professional practice and accountabilities and responsibilities.
- 9 Understand and demonstrate knowledge of care planning processes including the ability to set and review individual goals.
- 10 Develop an understanding of relevant government policy and legislation.

3.3 Graded unit

There is no graded unit for this qualification.

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 award 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:

- ◆ Experience of direct or indirect work with girls and young women.
- ◆ Effective communication and interpersonal skills.
- ◆ Established reflective practice skills and the ability to self-analyse personal values and attitudes.
- ◆ SCQF level 5 or above with relevant experience in a social services setting.
- ◆ SVQ level 3 in Health and Social Care, Education or a qualification relevant to their setting.
- ◆ Successful completion of the SCQF level 6 online course.

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
<i>Communication</i>	6	Good communication skills are required for learners undertaking this qualification as they will be required to read, understand and evaluate a range of documentation, participate in group discussions, and deliver individual presentations. Learners will also be required to produce written assignments and reflective accounts.
<i>Numeracy</i>	6	Learners will be required to read, understand and interpret information from multiple data sources.
<i>Information and Communication Technology (ICT)</i>	6	Learners will be required to research a range of online literature and documentation and produce assignments, reports and other materials necessary to the qualification.
<i>Problem Solving</i>	6	Learners will be required to problem solve through group exercises and discussions and to reflect, evaluate and integrate theory into practice.
<i>Working with Others</i>	6	Learners will be required to participate in group exercises and interact with training providers and other learners.

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. The outcomes of the award also link to a cross section of Scottish government policy and legislation. The Standard for Childhood Practice Revised 2015 was produced to ensure it was up to date with developments in policy and practice such as Getting It Right For Every Child (GIRFEC) 2007 and The Children and Young People (Scotland) Act 2014. The outcomes are also linked closely to National Outcomes and Standards for Social Work Services in the Criminal Justice System 2009, in particular to the assessment and management of risk. The Youth Justice Skills and Knowledge Matrix 2013 considers children and young people's development in the youth justice system and offers comprehensive guidance on best practice in youth justice.

5.1 Signposting of qualification aims to units

Code	Unit title	General aims									
		1	2	3	4	5	6	7	8	9	10
	Understanding Risks and Needs of Vulnerable Girls and Young Women	X	X	X	X	X	X	X	X	X	
	Application of Methods to Support Vulnerable Girls and Young Women	X	X	X	X	X	X	X	X	X	

Code	Unit title	Specific aims									
		1	2	3	4	5	6	7	8	9	10
	Understanding Risks and Needs of Vulnerable Girls and Young Women	X	X	X	X	X	X	X	X	X	X
	Application of Methods to Support Vulnerable Girls and Young Women	X	X	X	X	X	X	X	X	X	X

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

Code:

Unit titles:

- ◆ Understanding Risks and Needs of Vulnerable Girls and Young Women
- ◆ Application of Methods to Support Vulnerable Girls and Young Woman

National Occupational Standard: The units are linked to SVQ Social Services (Children and Young People) SCQF level 7

Code	Unit title	National Occupational Standard				
HT99 34	Understanding Risks and Needs of Vulnerable Girls and Young Women	SCDCCLD0301 underpinning knowledge and practice evidence	SCDHSC0033 underpinning knowledge and practice evidence	SCDHSC0032 underpinning knowledge and practice evidence	SCDHSC0034 underpinning knowledge and practice evidence	SCDHSC0036 underpinning knowledge and practice evidence
HT9A 34	Application of Methods to Support Vulnerable Girls and Young Women	SCDCCLD0301 underpinning knowledge and practice evidence	SCDHSC0033 underpinning knowledge and practice evidence	SCDHSC0032 underpinning knowledge and practice evidence	SCDHSC0034 underpinning knowledge and practice evidence	SCDHSC0036 underpinning knowledge and practice evidence
HT99 34	Understanding Risks and Needs of Vulnerable Girls and Young Women	SCDCCLD0325 underpinning knowledge and practice evidence	SCDHSC0311 underpinning knowledge and practice evidence	SCDHSC0312 underpinning knowledge and practice evidence	SCDHSC0313 underpinning knowledge and practice evidence	SCDCCLD0308 underpinning knowledge and practice evidence
HT9A 34	Application of Methods to Support Vulnerable Girls and Young Women	SCDCCLD0325 underpinning knowledge and practice evidence	SCDHSC0311 underpinning knowledge and practice evidence	SCDHSC0312 underpinning knowledge and practice evidence	SCDHSC0313 underpinning knowledge and practice evidence	SCDCCLD0308 underpinning knowledge and practice evidence

Code	Unit title	National Occupational Standard				
HT99 34	Understanding Risks and Needs of Vulnerable Girls and Young Women	SCDHSC0336 underpinning knowledge and practice evidence	SFJBB2 underpinning knowledge and practice evidence	SCDHSC0326 underpinning knowledge and practice evidence	SCDHSC0038 underpinning knowledge and practice evidence	SCDCCLD0340 underpinning knowledge and practice evidence
HT9A 34	Application of Methods to Support Vulnerable Girls and Young Women	SCDHSC0336 underpinning knowledge and practice evidence	SFJBB2 underpinning knowledge and practice evidence	SCDHSC0326 underpinning knowledge and practice evidence	SCDHSC0038 underpinning knowledge and practice evidence	SCDCCLD0340 underpinning knowledge and practice evidence

Key

SCDCCLD0301	Promote Effective Communication
SCDHSC0032	Promote Health, Safety and Security in the Work Setting
SCDHSC0033	Develop Your Practice Through Reflection and Learning
SCDHSC0034	Promote the Safeguarding of Children and Young People
SCDCCLD0308	Promote Children's Well-being and Resilience
SCDHSC0336	Promote Positive Behaviour
SCDHSC0311	Support Children and Young People to Develop and Maintain Supportive Relationships
SCDHSC0312	Support Children and Young People to Develop a Positive Identity and Emotional Wellbeing
SCDHSC0313	Work with Children and Young People to Promote their Own Physical and Mental Health
SCDHSC0325	Contribute to the Support of Children and Young People who have Experienced Harm or Abuse
SCDHSC0326	Promote the Development of Positive Behaviour in Children and Young People
SFJBB2	Model pro-social behaviour when working with individuals
SCDHSC0038	Support Children and Young People to Manage Aspects of Their Lives
SCDCCLD0340	Promote Quality Systems and Procedures for the Delivery of Childcare Services
SCDHSC0036	Contribute to the Assessment and Planning Process with Children and Young People

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
	Understanding Risks and Needs of Vulnerable Girls and Young Women	Essays, reflective accounts, recording/reporting, case studies	Group discussions/ presentations	Read and understand multiple data sources	Interpret information from multiple data sources	Researching online literature and other documentation	Written assignments and assessments	Group discussions/ presentations , reflective practice applying theory to practice	Time management, completion and submission of assignments	Reflective practice Self analysis assignments	Group exercises Interaction with other learners	Reflective practice Self analysis assignments
	Applications of Methods to Support Vulnerable Girls and Young Women											

5.4 Assessment strategy for the qualifications

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
Understanding Risks and Needs of Vulnerable Girls and Young Women	<ul style="list-style-type: none"> ◆ Presentations/observation ◆ Essay ◆ Case Studies ◆ Questioning ◆ Group work 	<ul style="list-style-type: none"> ◆ Questioning ◆ Reflective accounts ◆ Case studies ◆ Blogs ◆ Presentation/observation ◆ Group work 	<ul style="list-style-type: none"> ◆ Questioning ◆ Reflective accounts ◆ Case studies ◆ Presentation/observation ◆ Group work
Application of Methods to Support Vulnerable Girls and Young Women	<ul style="list-style-type: none"> ◆ Questioning ◆ Essay ◆ Presentations/ ◆ Observation ◆ Reflective accounts ◆ Group work 	<ul style="list-style-type: none"> ◆ Questioning ◆ Reflective accounts ◆ Case studies ◆ Essay group work ◆ Group work 	<ul style="list-style-type: none"> ◆ Questioning ◆ Presentations ◆ Reflective accounts ◆ Case studies ◆ Group work

6 Guidance on approaches to delivery and assessment

The qualification is a Professional Development Award (PDA) in Promoting Effective Practice with Girls and Young Women. It is a group award comprising two units at SCQF level 7 (16 credit points at SCQF level 7). The qualification is suitable for a range of professionals across Health and Social Care who work either directly or indirectly with girls and young women, and for others who may be involved in life changing decisions, for example, children's panel members, police, teachers. The units' teaching allocation is 40 notional hours per credit.

The units enable learners to understand behaviours, risks and needs that are specific to girls and young women and to understand the role that gender has in the manifestation of a particular type of aggression. The units will enable learners to enhance their knowledge on the issues affecting vulnerable and high risk young girls through the use of relevant research and will consider what works with girls and the appropriate strategies that could be employed when engaging and building relationships up with girls. The units will also enable learners to develop their understanding of gender specific issues pertinent to girls.

It is recommended that learners work through this unit in groups in order to give and receive feedback. Group and individual presentations provide opportunities for learners to demonstrate their learning and increase their self-awareness. Self-directed learning, research and additional reading are also encouraged in order that learners recognise the importance of their own self-development.

It is recommended that the units are delivered sequentially and that the unit *Understanding Risks and Needs of Vulnerable Girls and Young Women* is fully achieved before progressing the unit *Application of Methods to Support Vulnerable Girls and Young Women*. Learners will be assessed through a variety of assessment methods including essays, case studies, reflective accounts, presentations and group exercises.

While each HN Unit has very specific evidence requirements and assessment guidance, we strongly recommend that where overlaps between units occurs an assessment from one unit should be deemed to meet some or all the evidence requirements from other linked units. Otherwise, learners will be over-assessed.

No specific teaching qualification is required to deliver but it is recommended that trainers have successfully completed the Training for Trainers course and have demonstrated extensive knowledge of relevant issues, policies and legislation pertinent to girls and young women.

A series of short films was produced to support this training and these should be used throughout the delivery of the programme as specified in the teaching materials.

Throughout delivery, learners should be set clear standards in terms of presentation of information. It is recommended that standard referencing conventions are used throughout so that learners are confident about using wider evidence in support of research and academic reporting. This should also ensure compliance with copyright and avoid issues of plagiarism.

6.1 Sequencing/integration of units

Learners should have successfully completed Unit 1 before progressing to Unit 2 and must provide evidence for all of the evidence requirements and knowledge and skills.

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

There are no formal articulation agreements attached to this award however it is recommended that progression to the PDA level 8 — Managing Effective Practice with Girls and Young Women is available and desirable.

6.2.2 Professional recognition

There is no formal professional body recognition for this award, however, the service itself has identified a need for a qualification to improve practice with girls and young women across a range of services in Health and Social Care and other associated professions.

6.3 Opportunities for e-assessment

Some aspects of the units can be delivered using e-learning, however, the entire award cannot be delivered via this route. Traditional teaching is required in particular when reflecting and exploring values and judgements in respect of gender issues, and in group exercises.

6.4 Support materials

N/A

6.5 Resource requirements

The PDA is a specialist award and it is recommended that it is delivered by centres that have the knowledge and understanding of working with high risk and vulnerable girls and young women. Trainers should be able to demonstrate this knowledge and understanding.

Class teaching should be based on a variety of teaching styles including class and group discussion, exercises and presentations, reading and research, and reflective 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:

- ◆ learners 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 learners 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.

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.

Unit title: Understanding the Risks and Needs of Vulnerable Girls and Young Women (SCQF level 7)

This unit will enable you to understand behaviours, risks and needs that are specific to young girls and to understand the role that gender has in the manifestation of a particular type of aggression.

The unit will enable you to enhance your knowledge on the issues affecting vulnerable and high risk girls through the use of relevant research and you will consider what works with girls and the appropriate strategies that could be employed when you engage and build relationships with girls.

The unit will also enable you to develop your understanding of gender specific issues pertinent to girls.

You will examine definitions of risk and vulnerability in girls and young women and why a gendered approach is needed, you will examine the views held by society regarding girls and young women and compare these to those held on boys and young men and analyse how decisions about girls and young women may be influenced by these views.

You will identify what works for girls by evaluating research on relational theory and the role of emotions and relationships in working with girls.

You will also consider key differences of gender in relation to interventions and outcomes.

You will develop specialist knowledge and skills in the following areas:

- ◆ Static and dynamic risks
- ◆ Gendered risk factors
- ◆ Relational theory
- ◆ Attachment
- ◆ Normative vs risky behaviour
- ◆ Assessing risk
- ◆ Relevant legislation
- ◆ Punitive and Welfare approaches
- ◆ Media portrayal of females
- ◆ Age and stage of development of adolescent girls
- ◆ Age appropriate behaviour
- ◆ Role of females in society
- ◆ Pathways for Female offenders
- ◆ Psychosocial theories
- ◆ The differences of gender
- ◆ Emotion focused approach
- ◆ Use of research methods
- ◆ Relationships
- ◆ Relational aggression
- ◆ Effective practice

You will be assessed using various tools, eg essays, blogs, case studies, presentations, reflective practice, research, questionnaires, group exercises and direct observation.

This unit will contribute to your continuous professional development through standards required SSSC and GTC.

Unit title: Application of Methods to Support Vulnerable Girls and Young Women (SCQF level 7)

This unit will enable you to further enhance your knowledge on issues affecting vulnerable and high risk girls and young women through the use of relevant research and you will consider what works with girls and the appropriate strategies that could be employed when engaging in building relationships.

This unit will also enable you to further develop your understanding of gender specific issues pertinent to girls.

You will develop knowledge of theories and methods to support risk management using a gender specific lens.

You will examine self-harming behaviours amongst adolescent girls and young women and you will examine the importance in understanding the Importance of female brain development in understanding what works for girls in managing relational aggression.

Specialist skills and knowledge you will develop will be:

- ◆ Social perceptions of girls and young women
- ◆ Criminogenic and non-criminogenic risks and needs
- ◆ Risk management with girls and young women
- ◆ Gendered pathways to crime
- ◆ Barriers to managing risk
- ◆ Risk management strategies
- ◆ Self-harming behaviour
- ◆ Suicide ideation
- ◆ Causation for self-harming behaviour
- ◆ Self-harming and its links with mental health/wellbeing
- ◆ Response to self-harming behaviour and terminology
- ◆ Female brain development
- ◆ Trauma informed approaches
- ◆ Wellbeing
- ◆ Resilience

You will be assessed using a variety of assessment methods, ie essays, blogs, case studies, presentations/observation, reflective practice, questions, group work exercises.

This unit will contribute to your continuous professional development through standards required by Scottish Social Services Council and the General Teaching Council.