



## **Group Award Specification for:**

**Professional Development Award (PDA) in Family Learning at SCQF level 8**

**Group Award Code: GP5T 48**

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## Contents

1	Introduction.....	1
2	Qualification structure.....	3
	2.1 Structure.....	3
3	Aims of the qualification.....	4
	3.2 Specific aims of the qualification.....	4
4	Recommended entry to the qualification.....	5
	4.1 Core Skills entry profile.....	5
5	Additional benefits of the qualification in meeting employer needs.....	6
	5.1 Mapping of qualification aims to units.....	7
	5.2 Mapping.....	8
	5.3 Mapping of Core Skills development opportunities across the qualification.....	9
	5.4 Assessment strategy for the qualification.....	9
6	Guidance on approaches to delivery and assessment.....	10
	6.1 Sequencing/integration of units.....	12
	6.2 Recognition of prior learning.....	12
	6.3 Opportunities for e-assessment.....	12
	6.4 Resource requirements.....	12
7	General information for centres.....	13
8	Glossary of terms.....	14
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.

The Professional Development Award (PDA) in Family Learning at SCQF level 8 is the first national qualification to be produced to meet the needs of this developing sector. It has been developed to meet the following Scottish Government policy drivers:

- ◆ Education Governance: Next Steps 'Empowering our teachers, parents and communities to deliver excellence and equity for our children'
- ◆ Delivering excellence and equity in Scottish Education — a delivery plan for Scotland
- ◆ Review of Family Learning: Supporting Excellence and Equity

The PDA is aligned to the improvement drivers outlined in the National Improvement Framework and Scottish attainment challenge.

In the Review of Family Learning: Supporting Excellence and Equity (Scottish Government 2016) it was stated that the reason we have a family learning approach is to support, equip and build capacity amongst Scotland's parents in order to capitalise on children's opportunities for learning. It sees family learning as an important step in raising attainment and closing any poverty-related attainment gaps. It also recognises that in order to impact on children's individual attainment, aspiration and personal learning journey, that a family learning approach should be seen as a catalyst in helping adults take up adult learning and training opportunities, attain new skills and knowledge and gain employment as part of the family learning cycle.

The PDA meets the training and development requirements of practitioners and managers who are involved with or wish to become involved with family learning in a broad range of different fields e.g. early years, teaching, community learning and development, health care, social care and social work or their related support services.

It is expected that those seeking to undertake the PDA will do so as part of their continued professional development (CPD). This may primarily be those practitioners already working with families in an educational setting however entry is at the centre's discretion as the PDA may be suitable for practitioners from the fields listed above.

No formal recognition by professional bodies currently exists, however the development of the PDA was supported by Education Scotland. Further information and learning and teaching resources for family learning may be accessed via their website.

<https://education.gov.scot/>

The PDA will enhance SQA's provision of Community qualifications which range from SCQF level 5 to SCQF level 8.

- ◆ NPA in Theory and Approaches to Youth Work at SCQF level 5
- ◆ SVQ in Community Development at SCQF level 5
- ◆ SVQ in Youth Work at SCQF level 5
- ◆ PDA in Community Involvement: an Introduction at SCQF level 6
- ◆ National Certificate in Working with Communities at SCQF level 6
- ◆ PDA in Youth Work at SCQF level 6
- ◆ SVQ in Community Development at SCQF level 6
- ◆ SVQ in Youth Work at SCQF level 6
- ◆ PDA in Community Involvement at SCQF level 7
- ◆ HNC in Working with Communities at SCQF level 7
- ◆ SVQ in Community Development Work at SCQF level 8

## 2 Qualification structure

This group award is made up of 4 SQA unit credits. It comprises 32 SCQF credit points, all of which are at SCQF level 8.

### 2.1 Structure

The PDA in Family Learning is comprised of two mandatory HN Units.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J1NE	35	Family Learning: Effective Engagement and Planning	2	16	8
J1NF	35	Family Learning: Facilitating and Evaluating Effective Delivery of Activities	2	16	8

### 3 Aims of the qualification

The principal aim is to provide a qualification that meets the professional development needs of those working with families in an educational or related setting in Scotland.

#### 3.1 General aims of the qualification

All SQA qualifications aim to:

- 1 enable progression within the SCQF.
- 2 provide opportunities for career planning and enhance learners' future employment prospects.
- 3 develop transferable skills, eg communication skills, leadership and team working skills, organising/planning/personal effectiveness/time management.
- 4 develop the Core Skills, ie *Information and Communication Technology (ICT), Communication, Problem Solving, Working with Others* and *Numeracy*.
- 5 develop upon the four capacities of Curriculum for Excellence, ie:
  - successful learners
  - confident individuals
  - responsible citizens
  - effective contributors.
- 6 support continued professional development.

#### 3.2 Specific aims of the qualification

This PDA aims to:

- 7 develop desk-based research and analysis skills relating to family learning legislation, policy and strategy.
- 8 explain the importance of a client-centred approach and effective engagement with families throughout the process.
- 9 develop high level planning and problem solving skills that gives cognizance to all contributory factors when planning family learning activities.
- 10 explain the importance of evaluating the family learning plan taking account of its effectiveness and feedback from all stakeholders.
- 11 develop skills as a reflective practitioner in the field of family learning.

## 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 should have excellent oral/written communication and interpersonal skills. Current involvement and/or previous experience in family learning or a related field (eg Adult Learning) is recommended for entry to the award.

### 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 would 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.

<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Associated assessment activities</b>
Communication	6	Consulting with partners, engaging with families, providing clear and concise information to stakeholders.
Numeracy	6	Determining timescales and costs of activities, budget planning, monitoring and evaluating.
Information and Communication Technology (ICT)	5	Use of various media for marketing purposes, competent use of desktop packages for research, producing planning and evaluation reports.
Problem Solving	6	Recognise and identify solutions to barriers to family learning at the planning stage, evaluate the success of the solution implemented once the activity has taken place.
Working with Others	6	Crucial engagement with families, colleagues and external partners to ensure effective family learning takes place. Seeking information and feedback from all stakeholders.

## **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 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

Code	Unit title	Aims										
		1	2	3	4	5	6	7	8	9	10	11
J1NE 35	Family Learning: Effective Engagement and Planning	X	X	X	X	X	X	X	X	X		X
J1NF 35	Family Learning: Facilitating and Evaluating Effective Delivery of Activities	X	X	X	X	X	X		X		X	X

- 1 Enable progression within the SCQF.
- 2 Provide opportunities for career planning and enhance learners' future employment prospects.
- 3 Develop transferable skills, eg communication skills, leadership and team working skills, organising/planning/personal effectiveness/time management.
- 4 Develop the Core Skills, ie *Information and Communication Technology (ICT)*, *Communication*, *Problem Solving*, *Working with Others* and *Numeracy*.
- 5 Develop upon the four capacities of Curriculum for Excellence, ie:
  - successful learners
  - confident individuals
  - responsible citizens
  - effective contributors.
- 6 Support continued professional development.
- 7 Develop desk-based research and analysis skills relating to family learning legislation, policy and strategy.
- 8 Explain the importance of a client-centred approach and effective engagement with families throughout the process.
- 9 Develop high level planning and problem solving skills that gives cognizance to all contributory factors when planning family learning activities.
- 10 Explain the importance of evaluating the family learning plan taking account of its effectiveness and feedback from all stakeholders.
- 11 Develop skills as a reflective practitioner in the field of family learning.

## 5.2 Mapping

To ensure its validity to the sector and fitness for purpose, the content of the PDA has been developed to align with the Family Learning Framework developed by Education Scotland. This strategic framework will support practitioners to plan, develop, deliver and evaluate family learning in Scotland.

The framework focuses on the four key areas of: programme development, evaluation, workforce development and research.

- 1 **Programme development** — innovative and responsive programmes that will enable families to access and progress wherever they are on their learning journey.
- 2 **Evaluation** — how and when to use evaluation to assess impact and inform improvement.
- 3 **Workforce development** — career-long professional learning (CLPL).
- 4 **Research** — embedding research into practice and carrying out research to understand more about effective practice.

Code	Unit title	Key areas			
		1	2	3	4
J1NE 35	Family Learning: Effective Engagement and Planning	X	X	X	X
J1NF 35	Family Learning: Facilitating and Evaluating Effective Delivery of Activities	X	X	X	

### 5.3 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	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
J1NE 35	Family Learning: Effective Engagement and Planning	X	X	X	X	X	X	X	X	X	X	X	X
J1NF 35	Family Learning: Facilitating and Evaluating Effective Delivery of Activities	X	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
Family Learning: Effective Engagement and Planning	Extended response Use of verbal questioning where required Detailed planning and evaluation document for use post-activity			Not applicable
Family Learning: Facilitating and Evaluating Effective Delivery of Activities	Extended response Completed activity evaluation Self-evaluation			

## 6 Guidance on approaches to delivery and assessment

### Content and context

#### What is family learning?

Family learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning.

'Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage'

(Scottish Family Learning Network, 2016)

This PDA has been developed to ensure family learning practitioners can develop the knowledge and skills they need to effectively plan and evaluate family learning activities.

Candidates will carry out research, engage with all relevant stakeholders to produce a detailed plan for the delivery and evaluation of a family learning activity. Upon completion of the activity, they will carry out the evaluation and identify areas of strength and areas requiring further development going forward.

Education Scotland has produced a document — *Family Learning Framework, Advice for Practitioners*. It lays out the key steps in planning, engaging and evaluating family learning activities. Centres may wish to signpost their candidates to this document.

### Planning

'When planning for family learning it is important to take into account a number of factors to ensure the approach is as successful as possible and has the desired impact.'

The following key steps should be covered by centres in the delivery and assessment of the PDA.

Candidates should be encouraged to explore and evidence the following:

- ◆ What are the families' strengths and needs?
- ◆ What are the desired outcomes (for the candidate and the families)?
- ◆ Are relevant partner agencies needed and if so should a formal agreement be drawn up?
- ◆ Does a programme already exist that would meet the family's needs and if not should one be developed?
- ◆ Are there potential barriers to participation and how should these will be mitigated?
- ◆ What is the best method of engagement?
- ◆ What additional resources will be required?
- ◆ Are progression pathways required and if so identified?
- ◆ What methods of evaluation are most appropriate and what will be the criteria for measurement?

## **Engagement as part of the planning process**

Candidates should investigate the range of methods currently used in learning engagement and explore how these fit into the specific target group of family learners. Any barriers to engagement, eg language barriers or literacy levels, should be taken into account when identifying the most appropriate methods to use.

They should take steps to establish and build trusting relationships by working **with** families and communities and showing respect for their wishes and choices.

Engagement also refers to building professional working relationships with other partners and stakeholders as these interactions are key to the planning process.

## **Planning for effective evaluation**

Evaluation in family learning is the process of formally identifying the value or success of a family learning activity. To be effective it must take account of the whole process starting from the very beginning of the planning process.

In this PDA evaluation will also cover personal evaluation to help develop the candidate's skills as a reflective practitioner.

Candidates need to be aware from the outset of the purpose of undertaking evaluation. What do they want to learn from the evaluation? Who needs to contribute to the evaluation? Who else needs to see the outcomes from the evaluation? What are the best method/s for gathering feedback and information on the activity?

Candidates should include as a minimum, criteria to evaluate the following.

- ◆ Were the clients stated needs central to the planning process?
- ◆ Were partners contributions clearly agreed and recorded?
- ◆ Were the appropriate resources (including accommodation, timescales and costs) identified?
- ◆ Were any required risk assessments (Health and Safety for example) in place?
- ◆ Were clear aims, objectives and learning outcomes agreed and identified?

## **Range of family learning activity topics**

Although the delivery of activities is not assessed in this PDA it is important that candidates are aware of the range of programmes they may be asked to plan. The activity may cover:

- ◆ Literacy
- ◆ Numeracy
- ◆ English for Speakers of Other Languages (ESOL)
- ◆ Science Technology Engineering and Maths (STEM)
- ◆ Health and wellbeing
- ◆ IT skills

This is not an exhaustive list and candidates may work on alternative topics relative to their job roles.

## 6.1 Sequencing/integration of units

The units may be delivered as stand-alone units. They may also be delivered holistically as a programme for continued professional development as there are opportunities for integration of assessment.

## 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](http://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.

## 6.3 Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit, eg creation and submission of the plan and the evaluation.

## 6.4 Resource requirements

It is recommended that teaching and assessment staff are experienced in the relevant subject area and/or hold academic qualifications in the relevant area at SCQF level 8 or above.

Centres should ensure that appropriate accommodation for group learning activities is available and be able to signpost candidates to published research, relevant legislation and guidance documents.

## 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](http://www.sqa.org.uk/assessmentarrangements).

### Internal and external verification

All assessments used within this qualification 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](http://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](http://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.

**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 Clyde College has 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 PDA has been designed to provide the underpinning knowledge and skills required to effectively plan and evaluate a family learning activity. It is suitable for you if you are already involved with this work — or if it is something you are aiming to do as part of your work-role. It is particularly suited to part time/evening delivery as it is anticipated that many candidates will already be in full time posts.

In the Review of Family Learning: Supporting Excellence and Equity (Scottish Government 2016) it was stated that the reason we have a family learning approach is to support, equip and build capacity amongst Scotland's parents in order to capitalise on children's opportunities for learning. It sees family learning as an important step in raising attainment and closing any poverty-related attainment gaps. It also recognises that in order to impact on children's individual attainment, aspiration and personal learning journey, that a family learning approach should be seen as a catalyst in helping adults take up adult learning and training opportunities, attain new skills and knowledge and gain employment as part of the family learning cycle.

The PDA meets the training and development requirements of practitioners and managers who are involved with or wish to become involved with family learning in a broad range of different fields, eg. early years, teaching, community learning and development, health care, social care and social work or their related support services.

There are two units to complete to achieve the PDA:

- 1 *Family Learning: Effective Planning and Engagement*
- 2 *Family Learning: Facilitating and Evaluating Effective Delivery of Activities*

Assessment methods will be varied but will likely include your planning and evaluation documents, extended response(s) and evidence of reflective learning.

High level transferable skills in planning, problem solving, interpersonal and communication skills, budgeting and reflective practice will naturally be further developed throughout the unit.