



Group Award Specification for:

**Professional Development Award in Education
Support Assistance at SCQF level 6**

Group Award Code: GV17 46

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1. Introduction

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 higher education institutes (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) Education Support Assistance at SCQF level 6 is designed to develop and enhance the knowledge, skills, values and competencies for those wishing to work with, or already working with, children and young people in an education setting.

The Scottish Government, Pupil Support Staff Working Group (2022) defined 'pupil support staff' as those who provide support to the learning and teaching process and the wellbeing of children and young people.

Research shows that when Support Assistants are deployed effectively, with appropriate training and support, they can make a significant contribution to pupils' learning and wellbeing.

This qualification has been aligned to the Scottish Social Services Council (SSSC) requirements for a Support Worker in a Day Care of Children Service and to Education Scotland's Pupil Support Staff Professional Learning Framework (2022).

The PDA Education Support Assistance at SCQF 6 is appropriate for those who are currently employed or considering employment in the education sector or wish to progress onto further study in education, such as a qualification in Childhood Practice or Additional Support Needs. This may be the HNC in Childhood Practice at SCQF level 7 or the HNC Additional Support Needs: Supporting the Individual at SCQF level 7.

The PDA Education Support Assistance at SCQF level 6 will allow learners to work in an education setting, as a member of staff who has delegated responsibility for providing care and educational support to children and young people; and who provide support to the learning and teaching process and the wellbeing of children and young people.

The PDA Education Support Assistance at SCQF level 6 is a SSSC registerable qualification for Support Workers in a Day Care of Children Service.

2. Qualification structure

The PDA Education Support Assistance at SCQF level 6 is made up of 8 SQA unit credits. It comprises 48 SCQF credit points, of which 42 are at SCQF level 6 in the mandatory section and one optional unit of 6 SCQF credit points at SCQF level 5 or 6.

A mapping of Core Skills development opportunities is available in section 5.3.

2.1 Structure

Mandatory units:

To achieve the PDA Education Support Assistance, learners must complete six mandatory units and one optional unit.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J76P	46	Developing Professional Practice in an Education Setting: Workplace Experience	2	12	6
J76R	46	Understanding Professional Practice in an Education Setting	1	6	6
J76T	46	Development of Children and Young People in an Education Setting	1	6	6
J76W	46	Supporting Children and Young People who require Additional Support for Learning	1	6	6
J76Y	46	Supporting the Behaviour of Children and Young People in an Education Setting	1	6	6
J76V	46	Protecting and Promoting the Rights of the Child	1	6	6

Optional units:

One unit to be selected.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J54S	75	Introduction to Basic First Aid		6	5
J770	46	Working with Children and Young People with Autism in an Education Setting	1	6	6
J771	46	Supporting Children and Young People with Dyslexia in an Education Setting	1	6	6
F7HX	12	Supporting Information Communication Technology (ICT) in an Educational Setting	1	6	6
J7EJ	46	Planning for Practice	1	6	6
J7EV	46	Supporting Playwork Practice	1	6	6
J7ET	46	Supporting Language, Literacy and Numeracy in Childhood Practice and Educational Settings	1	6	6
J7EL	46	Sociology of Childhood	1	6	6
J1D2	45	Understanding Mental Health Issues	1	6	5
J1D0	45	Influences on Mental Health and Wellbeing	1	6	5
J1CX	45	Coping Strategies and Building Resilience	1	6	5
H5KP	04	Support Effective Communication	1	6	6
H5NB	04	Support the Health and Safety of Yourself and Individuals	1	6	6
H5L4	04	Support the Safeguarding of Children	1	6	6
H5L5	04	Develop your own Knowledge and Practice	1	6	6
F3GB	11	Communication	1	6	5
F3GC	11	Information and Communication Technology	1	6	5
F3GD	11	Problem Solving	1	6	5
F3GE	11	Working with Others	1	6	5
F3GF	11	Numeracy	1	6	5
F3GB	12	Communication	1	6	6
F3GC	12	Information and Communication Technology	1	6	6
F3GD	12	Problem Solving	1	6	6
F3GE	12	Working with Others	1	6	6

F3GF	12	Numeracy	1	6	6

3. Aims of the qualification

The purpose of the PDA Education Support Assistance at SCQF level 6 is to ensure the highest possible level of values, knowledge, skills, and competent practice of those who carry out this valuable and crucial support role in education settings. It also provides access to a qualification both at entry level and for the professional development of staff through the Pupil Support Staff Professional Learning Framework from Informed, through to Skilled to Enhanced.

3.1 General aims of the qualification

The general aims of the PDA Education Support Assistance at SCQF level 6 are:

1. To progress professional knowledge, skills and competence of education support assistance.
2. To enhance professional and personal development either before or whilst in employment as an Education/Pupil Support Assistant.
3. To enable progression within the SCQF levels.
4. To develop study and research skills.
5. To open up career opportunities within the education sector and to prepare learners for further studies.
6. To support learners to develop the main skills in the Pupil Support Staff Professional Learning Framework (Education Scotland 2022).

3.2 Specific aims of the qualification

1. To enable learners to develop the skills and competencies of an Education Support Assistant.
2. To enable learners to develop specific knowledge associated with children and young people in education settings in Scotland (**Scottish Educational context and knowledge**).
3. To build confidence and communication skills for developing, building and sustaining positive relationships (**Communication and Collaboration: Developing positive relationships**).
4. To provide learners with opportunities to gain a deeper knowledge of the wellbeing and development of children and young people and of Additional Support for Learning (**Child wellbeing and development**).
5. To develop reflective professional practice and personal effectiveness in a variety of education settings. (**Personal and professional development**).
6. To prepare learners for employment in a variety of education settings. (**Wellbeing, organisation and creativity**).

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 (QDT) 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:

- ◆ SQA qualifications or units in childcare, including Skills for Work: Early Learning and Childcare.
- ◆ Relevant/appropriate prior knowledge and skills, for example work experience or volunteering in an education setting.
- ◆ In line with the current legislation, Protection of Vulnerable Groups (Scotland) Act 2007, learners undertaking this PDA will require to be a member of the Protection of Vulnerable Groups scheme which is managed and delivered by Disclosure Scotland. It is important that centres explain this, and its implications, to applicants prior to entry.

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.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	SCQF level 5	Communicating with children, young people and education staff, presenting information, group discussions, etc.
Numeracy	SCQF level 4	Calculations and numeracy support for children and young people.
Information and Communication Technology (ICT)	SCQF level 5	Using internet for research, using suitable ICT packages to build portfolio of evidence.
Problem Solving	SCQF level 5	Developing innovative and creative solutions.
Working with Others	SCQF level 5	Working with education staff and other professionals to enhance the learning and wellbeing of children and young people.

5. Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

General aims:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6
J76P 46	Developing Professional Practice in an Education Setting: Workplace Experience	X	X	X	X	X	X
J76R 46	Understanding Professional Practice in an Education Setting	X	X	X		X	X
J76T 46	Development of Children and Young People in an Education Setting	X			X		
J76W 46	Supporting Children and Young People who require Additional Support for Learning	X			X		
J76Y 46	Supporting the Behaviour of Children and Young People in an Education Setting	X			X		
J76V 46	Protecting and Promoting the Rights of the Child	X	X		X		

Specific aims:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6
J76P 46	Developing Professional Practice in an Education Setting: Workplace Experience	X	X	X	X	X	X
J76R 46	Understanding Professional Practice in an Education Setting	X	X	X	X	X	X
J76T 46	Development of Children and Young People in an Education Setting	X	X	X	X	X	X
J76W 46	Supporting Children and Young People who require Additional Support for Learning	X	X	X	X	X	X
J76Y 46	Supporting the Behaviour of Children and Young People in an Education Setting	X	X	X	X	X	X
J76V 46	Protecting and Promoting the Rights of the Child	X	X	X	X	X	X

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

Code	Unit title	National Occupational Standards (NOS) — mandatory units
J76P 46	Developing Professional Practice in an Education Setting: Workplace Experience	Support Effective Communication Support the Health and Safety of Yourself and Individuals Support the Safeguarding of Children Develop your own Knowledge and Practice
J76R 46	Understanding Professional Practice in an Education Setting	Support Effective Communication Support the Safeguarding of Children
J76T 46	Development of Children and Young People in an Education Setting	Support Effective Communication Support the Safeguarding of Children
J76W 46	Supporting Children and Young People who require Additional Support for Learning	Support Effective Communication Support the Health and Safety of Yourself and Individuals Support the Safeguarding of Children
J76Y 46	Supporting the Behaviour of Children and Young People in an Education Setting	Support Effective Communication Support the Health and Safety of Yourself and Individuals Support the Safeguarding of Children Develop your own Knowledge and Practice
J76V 46	Protecting and Promoting the Rights of the Child	Support Effective Communication Support the Health and Safety of Yourself and Individuals Support the Safeguarding of Children Develop your own Knowledge and Practice

5.3 Mapping of Core Skills development opportunities across the qualifications

Communication

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J76P 46	Developing Professional Practice in an Education Setting: Workplace Experience (2 credits)	X	X	X
J76R 46	Understanding Professional Practice in an Education Setting	X	X	X
J76T 46	Development of Children and Young People in an Education Setting	X	X	X
J76W 46	Supporting the Behaviour of Children and Young People in an Education Setting	X	X	X
J76Y 46	Supporting Children and Young People who require Additional Support for Learning	X	X	X
J76V 46	Protecting and Promoting the Rights of the Child	X	X	X

Numeracy

Unit code	Unit title	Using Number	Using Graphical Information
J76P 46	Developing Professional Practice in an Education Setting: Workplace Experience (2 credits)	X	X
J76R 46	Understanding Professional Practice in an Education Setting		
J76T 46	Development of Children and Young People in an Education Setting	X	X
J76W 46	Supporting the Behaviour of Children and Young People in an Education Setting		
J76Y 46	Supporting Children and Young People who require Additional Support for Learning		
J76V 46	Protecting and Promoting the Rights of the Child		

Information and Communication Technology (ICT)

Unit code	Unit title	Accessing Information	Providing/Creating Information
J76P 46	Developing Professional Practice in an Education Setting: Workplace Experience (2 credits)	X	X
J76R 46	Understanding Professional Practice in an Education Setting	X	X
J76T 46	Development of Children and Young People in an Education Setting	X	X
J76W 46	Supporting the Behaviour of Children and Young People in an Education Setting	X	X
J76Y 46	Supporting Children and Young People who require Additional Support for Learning	X	X
J76V 46	Protecting and Promoting the Rights of the Child	X	X

Problem Solving

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J76P 46	Developing Professional Practice in an Education Setting: Workplace Experience (2 credits)	X	X	X
J76R 46	Understanding Professional Practice in an Education Setting	X	X	X
J76T 46	Development of Children and Young People in an Education Setting	X	X	X
J76W 46	Supporting the Behaviour of Children and Young People in an Education Setting	X	X	X
J76Y 46	Supporting Children and Young People who require Additional Support for Learning	X	X	X
J76V 46	Protecting and Promoting the Rights of the Child	X	X	X

Working with Others

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J76P 46	Developing Professional Practice in an Education Setting: Workplace Experience (2 credits)	X	X
J76R 46	Understanding Professional Practice in an Education Setting	X	X
J76T 46	Development of Children and Young People in an Education Setting	X	X
J76W 46	Supporting the Behaviour of Children and Young People in an Education Setting	X	X
J76Y 46	Supporting Children and Young People who require Additional Support for Learning	X	X
J76V 46	Protecting and Promoting the Rights of the Child	X	X

5.4 Assessment strategy for the qualifications

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Developing Professional Practice in an Education Setting: Workplace Experience (2 credits)	<p>Reflections on Practice:</p> <ul style="list-style-type: none"> ◆ The role of the class teacher in the setting and how they have worked with the teacher over their workplace experience. ◆ The role of two other professionals and how they have worked with them over their workplace experience. 	<p>Portfolio of Learning Experiences:</p> <ul style="list-style-type: none"> ◆ Four curricular areas, where the learner will implement learning experiences with children and young people. 	<p>Portfolio of Learning Experiences:</p> <ul style="list-style-type: none"> ◆ Four curricular areas, where the learner will implement learning experiences with children and young people. 	<p>Reflections on Practice:</p> <ul style="list-style-type: none"> ◆ Application of one piece of relevant Scottish legislation, one policy and one guiding document within their own practice. ◆ How their own role as an Education Support Assistant has developed over the workplace experience.
Understanding Professional Practice in an Education Setting	<p>Written/oral evidence which:</p> <ul style="list-style-type: none"> ◆ Describes the role of the education support assistant, class teacher and one other professional in an education setting. ◆ Describes one relevant set of Scottish curriculum guidelines. 	<p>Written/oral evidence which:</p> <ul style="list-style-type: none"> ◆ Describes the role of the education support assistant, class teacher and one other professional in an education setting. ◆ Describes one relevant set of Scottish curriculum guidelines. 	<p>Written/oral evidence which:</p> <ul style="list-style-type: none"> ◆ Describes the role of the education support assistant, class teacher and one other professional in an education setting. ◆ Describes one relevant set of Scottish curriculum guidelines. 	Not applicable.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
	<ul style="list-style-type: none"> ◆ Explains the role of the Education Support Assistant in supporting the use of one relevant set of curriculum guidelines. ◆ Describes two pieces of legislation relevant to education settings and explain how they are linked to policy. ◆ Describes one current piece of current guidance/framework in operation in Scottish education settings, which assists promoting professional practice and standards. ◆ Explains the importance of continuous professional development in education settings. 	<ul style="list-style-type: none"> ◆ Explains the role of the Education Support Assistant in supporting the use of one relevant set of curriculum guidelines. ◆ Describes two pieces of legislation relevant to education settings and explain how they are linked to policy. ◆ Describes one current piece of current guidance/framework in operation in Scottish education settings, which assists promoting professional practice and standards. ◆ Explains the importance of continuous professional development in education settings. 	<ul style="list-style-type: none"> ◆ Explains the role of the Education Support Assistant in supporting the use of one relevant set of curriculum guidelines. ◆ Describes two pieces of legislation relevant to education settings and explain how they are linked to policy. ◆ Describes one current piece of current guidance/framework in operation in Scottish education settings, which assists promoting professional practice and standards. ◆ Explains the importance of continuous professional development in education settings. 	
Development of Children and Young People in an Education Setting	Investigative Case Study of child/young person.	Investigative Case Study of child/young person.	Investigative Case Study of child/young person.	Not applicable.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
	<p>Introduction: Description of child development and the principles of holistic nature of child development.</p> <p>Part 1: Two aspects of development shall be chosen with identification of two key milestones per aspect of development for the age and stage of the case study child.</p> <p>Part 2: Investigate and explain two developmental theories that are related to the development of the case study child.</p> <p>Part 3: Investigate and explain the influence that two factors can have on the development of the case study child, positive and negative influences of the factors must be considered. Learners must also refer to the nature/nurture debate.</p>	<p>Introduction: Description of child development and the principles of holistic nature of child development.</p> <p>Part 1: Two aspects of development shall be chosen with identification of two key milestones per aspect of development for the age and stage of the case study child.</p> <p>Part 2: Investigate and explain two developmental theories that are related to the development of the case study child.</p> <p>Part 3: Investigate and explain the influence that two factors can have on the development of the case study child, positive and negative influences of the factors must be considered. Learners must also refer to the nature/nurture debate.</p>	<p>Introduction: Description of child development and the principles of holistic nature of child development.</p> <p>Part 1: Two aspects of development shall be chosen with identification of two key milestones per aspect of development for the age and stage of the case study child.</p> <p>Part 2: Investigate and explain two developmental theories that are related to the development of the case study child.</p> <p>Part 3: Investigate and explain the influence that two factors can have on the development of the case study child, positive and negative influences of the factors must be considered. Learners must also refer to the nature/nurture debate.</p>	

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
	<p>Part 4: Investigate and explain two assessment methods that are used for the age range of the case study child. This investigation should include discussion of the role of two professionals in supporting the case study child and two resources used to support the development of the case study child.</p>	<p>Part 4: Investigate and explain two assessment methods that are used for the age range of the case study child. This investigation should include discussion of the role of two professionals in supporting the case study child and two resources used to support the development of the case study child.</p>	<p>Part 4: Investigate and explain two assessment methods that are used for the age range of the case study child. This investigation should include discussion of the role of two professionals in supporting the case study child and two resources used to support the development of the case study child.</p>	
<p>Supporting the Behaviour of Children and Young People in an Education Setting</p>	<p>Outcomes 1, 2 and PCs (a) and (b) of Outcome 3 — Behaviour Resource:</p> <p>Develop a resource to describe the education setting policy for supporting behaviour of children and young people.</p> <p>This resource could be focused on information for:</p> <ul style="list-style-type: none"> ◆ parents/carers. ◆ education support assistants. 	<p>Outcomes 1, 2 and PCs (a) and (b) of Outcome 3 — Behaviour Resource:</p> <p>Develop a resource to describe the education setting policy for supporting behaviour of children and young people.</p> <p>This resource could be focused on information for:</p> <ul style="list-style-type: none"> ◆ parents/carers. ◆ education support assistants. 	<p>Outcomes 1, 2 and PCs (a) and (b) of Outcome 3 — Behaviour Resource:</p> <p>Develop a resource to describe the education setting policy for supporting behaviour of children and young people.</p> <p>This resource could be focused on information for:</p> <ul style="list-style-type: none"> ◆ parents/carers. ◆ education support assistants. 	<p>Not applicable.</p>

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
	<ul style="list-style-type: none"> ◆ students or new members of staff. <p>This resource must include:</p> <ul style="list-style-type: none"> ◆ A description of the term 'behaviour'. ◆ An explanation of the key principles of the education setting to supporting the behaviour of children and young people. ◆ A description of the key factors that may impact on behaviour. ◆ A description of two strategies an education setting uses to support the behaviour of children and young people. ◆ An explanation of the role two significant adults play in the implementation of one of the strategies. <p>The learner must cover at least one factor from each of the following:</p>	<ul style="list-style-type: none"> ◆ students or new members of staff. <p>This resource must include:</p> <ul style="list-style-type: none"> ◆ A description of the term 'behaviour'. ◆ An explanation of the key principles of the education setting to supporting the behaviour of children and young people. ◆ A description of the key factors that may impact on behaviour. ◆ A description of two strategies an education setting uses to support the behaviour of children and young people. ◆ An explanation of the role two significant adults play in the implementation of one of the strategies. <p>The learner must cover at least one factor from each of the following:</p>	<ul style="list-style-type: none"> ◆ students or new members of staff. <p>This resource must include:</p> <ul style="list-style-type: none"> ◆ A description of the term 'behaviour'. ◆ An explanation of the key principles of the education setting to supporting the behaviour of children and young people. ◆ A description of the key factors that may impact on behaviour. ◆ A description of two strategies an education setting uses to support the behaviour of children and young people. ◆ An explanation of the role two significant adults play in the implementation of one of the strategies. <p>The learner must cover at least one factor from each of the following:</p>	

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
	<ul style="list-style-type: none"> ◆ Developmental factors. ◆ Social and Cultural (Life Circumstances/ Ecological) factors. ◆ Triggers. 	<ul style="list-style-type: none"> ◆ Developmental factors. ◆ Social and Cultural (Life Circumstances/ Ecological) factors. ◆ Triggers. 	<ul style="list-style-type: none"> ◆ Developmental factors. ◆ Social and Cultural (Life Circumstances/ Ecological) factors. ◆ Triggers. <p>To achieve Outcome 3 (c), learners must produce evidence to show they can:</p> <ul style="list-style-type: none"> ◆ Describe the role as an Education Support Assistant in implementing, reflecting on and communicating the effectiveness of one of the investigated strategies. 	
Supporting Children and Young People who require Additional Support for Learning	<p>Written or oral account, such as a report or presentation:</p> <ul style="list-style-type: none"> ◆ Explaining the term additional support needs ◆ Use one piece of up-to-date legislation, one up-to-date policy 	<p>Investigative Report which describes:</p> <ul style="list-style-type: none"> ◆ Two circumstances and two conditions that require short-term support. ◆ Two circumstances and two conditions 	<p>Investigative Report which describes:</p> <ul style="list-style-type: none"> ◆ Two circumstances and two conditions that require short-term support. ◆ Two circumstances and two conditions 	Not applicable.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
	<p>and two values seen in practice, to explain the term inclusive practice.</p> <ul style="list-style-type: none"> ◆ Describe two positive and two negative attitudes towards children and young people with additional support needs, and their families. 	<p>that require long-term support.</p> <ul style="list-style-type: none"> ◆ Statutory duty of local authorities to identify, assess and provide support for additional support needs in an education setting. ◆ One support mechanism and one resource that meet the needs of children and young people in an education setting. ◆ One professional and one organisation that meet the needs of children and young people in an education setting. 	<p>that require long-term support.</p> <ul style="list-style-type: none"> ◆ Statutory duty of local authorities to identify, assess and provide support for additional support needs in an education setting. ◆ One support mechanism and one resource that meet the needs of children and young people in an education setting. ◆ One professional and one organisation that meet the needs of children and young people in an education setting. 	
Protecting and Promoting the Rights of the Child	<p>Written/oral evidence which:</p> <ul style="list-style-type: none"> ◆ Describes two rights that children and young people are entitled to according to the UNCRC. ◆ Describes one right that children and young people are 	<p>Written/oral evidence which:</p> <ul style="list-style-type: none"> ◆ Describes three key categories of child abuse and neglect. ◆ Explain one indicator of child abuse and neglect for each of the three key categories identified. 	<p>Written/oral evidence which:</p> <ul style="list-style-type: none"> ◆ Explain one current piece of guidance or policy that supports the rights of children and young people in a childhood practice or an education setting. 	Not applicable.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
	entitled to according to Scottish legislation.	<ul style="list-style-type: none"> ◆ Explain the role of the adult in a childhood practice or an education setting where there is a safeguarding concern. 	<ul style="list-style-type: none"> ◆ Explain one aspect of practice in a childhood practice or an education setting that supports the rights of children and young people. ◆ Describe the role of one organisation or one professional in Scotland who have a role in protecting and promoting children's rights. 	

6. Guidance on approaches to delivery and assessment

The PDA in Education Support Assistance at SCQF level 6 can be delivered on a full-time or a part-time basis.

Learners can also undertake the units on a stand-alone basis.

6.1 Sequencing/integration of units

Centres may devise their own timetable for the delivery of the award.

Workplace experience is an essential part of the delivery of the PDA Education Support Assistance at SCQF level 6, and it is best delivered alongside or after the delivery of the knowledge-based units. The knowledge gained is integrated into the skills and competencies to be practiced within an education setting.

The workplace experience can be delivered within a placement in an education setting. These will need to be approved and agreed between the centre, the learner and the workplace setting's management. Compliance with Health and Safety regulations and Risk Assessment are paramount.

Learners already in relevant employment in an education setting may be able to attain the workplace experience elements within their own place of work. Where this is not the case, or where only part of these requirements can be met, then a placement will need to be secured.

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 units 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 is an opportunity to articulate to, or progress onto, further study within further education, such as a qualification in Childhood Practice or Additional Support Needs. This may be the HNC in Childhood Practice at SCQF level 7 or the HNC Additional Support Needs: Supporting the Individual at SCQF level 7.

There may also be an opportunity to progress within a workplace route onto the SVQ Social Services (Children and Young People) at SCQF level 7 or the SVQ Playwork at SCQF level 7.

6.2.2 Professional recognition

This qualification has been aligned to the Scottish Social Services Council (SSSC) requirements for a Support Worker in Day Care of Children Service and to Education Scotland's Pupil Support Staff Professional Learning Framework (2022).

The PDA Education Support Assistance at SCQF level 6 is a SSSC registerable qualification for Support Workers in a Day Care of Children Service.

6.2.3 Transitional arrangements

Please see section 6.2.4 Credit transfer.

6.2.4 Credit transfer

Due to substantial changes in the performance criteria in the units, there are no opportunities for direct credit transfer/transitional arrangements.

However, there may be opportunity for partial credit transfer, this is at the discretion of the delivering centre and will be subject to SQA's external verification quality assurance process. The centre must ensure the currency and validity of the learner's claim prior to granting credit transfer.

6.3 Opportunities for e-assessment

E-assessment may be appropriate for some assessments in the units comprising this group award. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres that wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment

6.4 Support materials

A list of existing Assessment Support Packs (ASPs) is available to view on SQA's website.

6.5 Resource requirements

Centres offering the PDA Education Support Assistance should ensure they have suitable resources for the delivery of this award. Learners should have access to relevant legislation, workplace policy and procedure documentation and workplace guidelines. Learners must be given the opportunity to work in an education setting.

Centres offering the SVQ option units must ensure that their assessment team meet the requirements for assessors and internal verifiers as per the corresponding SVQ in Social Services (Children and Young People) assessment strategy.

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 assessments used within these qualifications should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8. Glossary of terms

Embedded Core Skills is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ candidates may not be entered for the group award.
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS).

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue.
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived.
- ◆ no new centres may be approved to offer the group award.
- ◆ centres should only enter candidates whom they expect to complete the group award during the defined lapsing period.

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: Refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

9. General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The aim of this award is to give you the opportunity to gain a worthwhile, recognised qualification which gives you the knowledge and skills you require to be an effective Education Support Assistant.

Whether you are already employed working with children and young people, or you have always wanted to support children and young people in an education setting, this award will prepare you for the tasks ahead and will allow you to:

- ◆ gain new knowledge or deepen the knowledge you already have.
- ◆ build on skills and competencies you already have and learn new skills and competencies.
- ◆ gain an understanding of how children and young people learn and develop.
- ◆ develop your professional practice for working with children and young people in an education setting.

To attain the PDA Education Support Assistance at SCQF level 6 you will need to complete 8 SQA unit credits, comprising 48 SCQF credit points.

There are six mandatory units giving 7 credits (42 SCQF credit points) at SCQF level 6:

- ◆ Developing Professional Practice in an Education Setting: Workplace Experience (2 credits).
- ◆ Understanding Professional Practice in an Education Setting.
- ◆ Development of Children and Young People in an Education Setting.
- ◆ Supporting the Behaviour of Children and Young People in an Education Setting.
- ◆ Supporting Children and Young People who require Additional Support for Learning.
- ◆ Protecting and Promoting the Rights of the Child.

You must also complete one optional unit of 6 SCQF credit points at SCQF level 5/6.

The optional units are:

Introduction to Basic First Aid.

Working with Children and Young People with Autism in an Education Setting.

Supporting Children and Young People with Dyslexia in an Education Setting.

Supporting Information Communication Technology (ICT) in an Educational Setting.

Understanding Mental Health Issues.

Influences on Mental Health and Wellbeing.

Coping Strategies and Building Resilience.

Support Effective Communication.

Support the Health and Safety of Yourself and Individuals.

Support the Safeguarding of Children.

Develop your own Knowledge and Practice.

Communication.

Information and Communication Technology.

Problem Solving.

Working with Others.

Numeracy.

References

Education Scotland, National Improvement Hub: Pupil Support Staff — Professional Learning Framework.

[Pupil Support Staff - PL Framework | National Improvement Hub \(education.gov.scot\)](#) (accessed on 11th April 2022).

Scottish Social Services Council: Support Workers in a Day Care of Children Service.

[Help with Register parts, fees and qualifications - Scottish Social Services Council \(sssc.uk.com\)](#) (accessed on 11th April 2022).