Arrangements for:

PDA in Childhood Practice

at SCQF level 8

Group Award Code: G96H 48

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Version: 01

Acknowledgement

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.

Version number	Description	Date	Authorised by

Contents

1   Introduction

This is the Arrangements Document for the revised PDA Group Award in Childhood Practice at SCQF level 8, which was validated in January 2009. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

2   Rationale for the revision of the Group Award

The revision of the PDA Certificate in Early Education & Childcare (SCQF level 8) (G7W7 15) was initiated by the Qualification Support Team, as part of the ongoing SQA review and maintenance processes, and in recognition of the changing climate within the Early Years and Childcare sector.

The PDA in Childhood Practice at SCQF level 8 is a revision and review of the PDA Certificate in Early Education & Childcare (SCQF level 8) (G7W7 15) and its predecessor awards.

Since the validation of the PDA Certificate in Early Education & Childcare (SCQF level 8) (G7W7 15) in 2004, the sector has continued to grow and develop. The key driver for the Early Years and Childcare Workforce is contained within the Scottish Subject Benchmark Statement for the Standard of Childhood Practice, of which this award has been mapped to. The Statement came as a consequence of the National Review of the Early Years and Childcare Workforce (2006). Investing in Children's Futures highlighted two initial areas for action, to strengthen leadership and to improve career opportunities.

As a result of the publication of the Standard for Childhood Practice there will be new qualifications developed, and it is intended that this revision will align the PDA to such new developments for example the HND Childhood Practice.

Additionally, there have also been changes in the structure of the sector, particularly within local authorities and childcare partnerships. Now there is also a demand for competent, well trained professionals who may not work directly with children or within childcare settings eg childcare partnership officers or development workers.

To reflect the Scottish Government's vision to promote a single integrated qualification and professional development framework the title of this award was revised to reflect the Standard for Childhood Practice.

The timing of this review reflected several developments in the Early Years and Childcare sector:

♦   Publication of the Benchmark Statement
♦   Development of Childhood Practice qualifications at SCQF level 9
♦   Development of the HND Childhood Practice
♦   The requirements for Practitioners and Lead Practitioners/Managers to be registered with the Scottish Social Services Council on the Social Care Register
♦   The increasing demand for Continuing Professional Development as per the requirements of the SSSC
♦   The variety of job roles within the Early Years and Childcare sector
♦   SQA Design Principles

As the PDA in Childhood Practice at SCQF level 8 is a revised award, the group was mindful to make best use of relevant data that was gathered from the extensive consultation, undertaken during the review of the HNC Early Education and Childcare, which subsequently informed the development of the previous PDA.

Intelligence and feedback on the PDA Early Education and Childcare was gathered by the Qualification Support Team (QST) from delivering centres and was used to inform the revision of this award, as was the Benchmark Statement for the Standard for Childhood Practice.

Additionally, a consultation event took place on Thursday 28 February 2008, in order to ascertain the current needs of our stakeholders and of the sector, and to ensure that the sector was in agreement with the proposed changes. This event was very well attended by the further education sector and all proposed changes were wholly welcomed.

As the majority of attendees at the consultation event on the 28 February were predominately from the further education sector more support was sought from employers. Employers were consulted electronically via Surveymonkey. This consultation proved successful in ascertaining the views of employers, which were in support of the revision of this award.

Also, throughout the development and consultation phases of the HND Childhood Practice, the sector was fully informed of the PDA in Childhood Practice as this award will sit as a discrete qualification within the HND Childhood Practice. All stakeholders who participated in the development and consultation stages of the HND welcomed the PDA in Childhood Practice at SCQF level 8.

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

The award continues the theme of evidencing theoretical underpinnings in a practical sense.

The award has a mandatory section considered to be necessary to underpin the execution of duties synonymous with advanced practice, and an optional section, which allows a wider target audience reflecting the diverse provision for those working in the Early Years and Childcare sector, and those working in coordinating roles across the sector.

Two Units from the HNC Early Education and Childcare (G7CX 15) and one from the PDA Certificate in Care Services Management (G83V 15) frameworks have been added to the optional section as per the request of the sector at the consultation event, to provide greater choice and flexibility for candidates and delivering centres.

The Units are as follows:

DV0K 35   *Supporting and Managing the Protection of Individuals*
DH2G 34   *Supporting Children Learning Through an Additional Language*
DG5D 35   *Teamwork in a Care Setting.*

2.2 Continuing Professional Development

Options have been included in the award to reflect a variety of job roles. In addition options can be used as stand-alone Units to meet the requirements of Scottish Social Services Council (SSSC) in terms of Continuing Professional Development.

3 Aims of the Group Award

3.1 General aims of the Group Award

The award has a broad range of aims applicable to all HN Qualifications for example:

♦ Develop transferable skills including Core Skills
♦ Develop personal effectiveness
♦ Develop critical, evaluative and analytical skills and an ability to synthesis concepts and ideas
♦ Develop problem solving skills
♦ Enable progression within the SCQF framework including progression to Higher Education
♦ Provide opportunities for career planning and enhance candidates career prospects

3.2 Specific aims of the Group Award

The main aim of the PDA in Childhood Practice at SCQF level 8 is to allow candidates to advance their knowledge using theoretical underpinnings to advance practice in the Early Years and Childcare sector. It also aims to meet the needs of employers throughout Scotland in terms of addressing the diverse needs of the workforce in relation to their job role. The inclusion of the new *Childhood Practice and Social Services: Developing Leadership* (F56Y 35), *Developing Professional Childhood Practice* (F56B 35) and *Integrated Working and Collaborative Practice* (F56A 35) Units within the mandatory section reflects the underpinning values of the Benchmark Statement, and also the breadth of the roles required within the sector.

Optional Units have been included in this award to allow candidates to tailor the award to their own professional development needs and the needs of their job role. The options build on those included in the HNC and reflect the demands of national initiatives. The optional Units also recognise the equal standing of the Playwork sector in terms of provision for children.

In addition to this narrative the following are specific to this qualification:

♦ To enable candidates to demonstrate an understanding of the skills inherent in good, effective leadership and management in a range of Early Years and Childcare settings
♦ To enable candidates to understand the complex national policy framework within which they practice and examine local procedures in relation to these national policies
♦ To assist candidates to understand quality indicators and the processes by which good practice is measured and disseminated
♦ To allow candidates, via the Graded Unit, to synthesis ideas and concepts learned across the award

♦ To prepare candidates for career advancement
♦ To facilitate progression to SCQF level 9 qualifications

4 Access to Group Award

In line with the Protection of Vulnerable Groups (Scotland) Act 2007, SQA recommend that candidates undertaking this PDA be Disclosure Checked.

Candidates accessing this award should hold a practitioner qualification as prescribed by the SSSC, for example HNC Early Education and Childcare, SVQ level 3 Children's Care Learning and Development or other recognised awards. In addition candidates should be working in or have access to a prolonged placement in an Early Years and Childcare setting at an appropriate level. They should be able to carry out the required workplace elements within the workplace or work placement. Due to the diversity of roles within the sector there is not a requirement for candidates to be working in a setting directly with children, they may play a coordinating role within the sector.

The recommended Core Skills entry level for the PDA in Childhood Practice at SCQF level 8 is as follows:

Communication   SCQF level 5
Numeracy   SCQF level 5
Problem Solving   SCQF level 5
Information Technology   SCQF level 5
Working with Others   SCQF level 5

The recommended Core Skills entry level has been adopted to allow candidates from a wide range of backgrounds to access the award.

The award gives candidates 64 SCQF credits at SCQF level 8. In terms of progression for academic study HEIs were an intrinsic part of the Qualification Design Team. Candidates should be considered for advanced entry to related degree programmes, for example BA Childhood Practice.

On completion of the PDA successful candidates will be able to progress onto the HND Childhood Practice or SCQF level 9 qualifications, for example BA Childhood Practice. From 2011 candidates will have to have an appropriate qualification at SCQF level 9 in order to be able to register with the SSSC at manager/lead practitioner level. From 2011 onwards the PDA Childhood Practice at SCQF level 8 will contribute 64 credits at SCQF level 8, allowing candidates to take a stepping stone approach to a SCQF level 9 qualification.

The award is designed for those aspiring to advance their practice and career. The practical application of theoretical underpinnings should allow candidates to present concrete evidence of competence regarding career advancement.

5 Group Award structure

The Group Award is achieved on the successful attainment of the 6 mandatory credits, and 2 optional credits. In total candidates will need to achieve 8 HN credits to achieve the full Group Award.

5.1 Framework

The PDA in Childhood Practice at SCQF level 8 will be awarded on successful completion of a total of 8 HN credits. The PDA carries 64 SCQF credit points at SCQF level 8.

PDA in Childhood Practice at SCQF level 8

Mandatory — 6 credits

Unit title	Unit no.	Credit value	SCQF credit	SCQF level
Childhood Practice & Social Services: Developing Leadership	F56Y 35	2	16	8
Managing Quality in Early Education and Childcare Settings	DN1H 35	1	8	8
Developing Professional Childhood Practice	F56B 35	1	8	8
Integrated Working and Collaborative Practice	F56A 35	1	8	8
Childhood Practice: Graded Unit 2	F570 35	1	8	8

Optional Units — 2 credits to be selected

Unit title	Unit no.	Credit value	SCQF credit	SCQF level
Manage a Quality Curriculum	DN89 35	1	8	8
Managing the Implementation of the Values and Principles of Playwork	DN1L 35	1	8	8
Sociology of Childhood	DN88 35	1	8	8
Promoting Language, Literacy and Numeracy in Early Education and Childcare	DF58 34	1	8	7
International Perspectives in Early Education and Childcare	DN86 35	1	8	8
Personal Development Planning	DE3R 34	1	8	7
Supporting and Managing the Protection of Individuals	DV0K 35	1	8	8
Team Working in Care Settings	DG5D 35	1	8	8
Supporting Children Learning Through an Additional Language	DH2G 34	1	8	7

The PDA in Childhood Practice at SCQF level 8 is made up of 6 mandatory credits and 2 optional credits. The candidate would need to be working in or have access to (via a placement) an appropriate work setting in order to meet the Evidence Requirements prescribed in the Units. It is expected that most candidates will be working in, and have extensive experience of such a setting.

The major uptake of the PDA in Early Education and Childcare (SCQF level 8) (G7W7 15) current award is on a part time basis and this will continue to be the case with the revised award. Those delivering this award should look at innovative modes of delivery to acknowledge the needs of the sector.

5.2 Mapping information

This qualification has been mapped to the Standard for Childhood Practice, 2007. Please see Appendix 1 for further information.

6 Development of Core/transferable Skills

Under SQA design principles qualifications should clearly include opportunities for candidates to develop Core Skills to levels required by the occupations or progression pathways the award supports. Within the PDA in Childhood Practice at SCQF level 8 there are opportunities to develop all five Core Skills to SCQF level 6, although there is no automatic certification of these Core Skills or Core Skills components.

Within the PDA in Childhood Practice at SCQF level 8, opportunities for developing Core Skills within this qualification are signposted in **Appendix 2**, the Core Skills grid, and also within the individual Unit specifications. This allows the range of opportunities to develop Core Skills through teaching and learning to be identified and highlights the opportunities for those delivering and managing the Units.

The Units within the PDA in Childhood Practice at SCQF level 8 provide a range of opportunities for developing all five Core Skills at SCQF level 6. The extent of development will depend on the learning opportunities chosen by the candidate or the delivery and assessment methods selected by the Tutor.

Candidates undertaking the PDA will also develop a range of transferable skills to improve professional competencies, confidence and performance in the Early Years and Childcare sector.

Recommended Core Skills Exit level

Communication	SCQF level 6
Numeracy	SCQF level 6
Problem Solving	SCQF level 6
Information Technology	SCQF level 6
Working with Others	SCQF level 6

7 Approaches to delivery and assessment

7.1 Delivery

This PDA may be delivered in a number of different ways which will reflect the learning, employment and development needs of individual candidates and employing organisations. It is envisaged that the most common method of delivery will be to candidates who are currently in full or part time employment and will be by part time study at a further education college or approved training provider. This offers enormous benefits to candidates as they continue in employment and thus maintain levels of earnings. This mode of delivery also offers advantages to employers as it allows them to meet training and development needs (statutory and otherwise) with minimal disruption to delivery of services.

The actual pattern of delivery for this award may be based loosely around a day release model, but can be modified and improved by the addition of web based support though the effective use of VLEs and the development of joint support from employers and learning providers. The concept of "bringing learning to the learners" should also be considered in planning delivery of the course with opportunities for workplace based input and support. So while the course may feasibly be delivered by day release from employment, part time or full time attendance at learning centres, open learning and workplace based learning, the best delivery will be achieved by a creative combination of methods deigned and constructed to meet the needs of individuals and organisations.

Although there is no prescribed way of teaching this award the Unit *Childhood Practice and Social Services: Developing Leadership* (F56Y 35) frames the award in terms of the leadership and the team building role, therefore this would be a good starting point for all candidates. Furthermore, this Unit also sits within the mandatory section of the HND Childhood Practice so would equip candidates well for articulation onto the HND.

Candidates will be studying at SCQF level 8 and will require to become competent in analysis and evaluation. In addition it is suggested that part of the allocated time given for the Graded Unit should focus on research and advanced study methods.

We recommend that assessments are undertaken in a holistic manner and assessments are integrated where the opportunity naturally arises. **Appendix 3** illustrates where integrated delivery and assessment possibilities arise.

7.2 Learning materials

The following Assessment Exemplars are available for this award:

♦ Integrated Working and Collaborative Practice (F56A 35) — *under development*
♦ Developing Professional Childhood Practice (F56B 35) — *under development*
♦ Managing Quality in Early Education and Childcare Settings (DN1H 35)
♦ Promoting Language, Literacy and Numeracy in Early Education and Childcare (DF58 34)

The following Learning & Teaching Packs are available for this award:

♦ Integrated Working and Collaborative Practice (F56A 35) — *under development*
♦ International Perspectives in Early Education and Childcare (DN86 35)
♦ Managing the Implementation of the Values and Principles of Playwork (DN1L 35)
♦ Managing Quality in Early Education and Childcare Settings (DN1H 35)
♦ Promoting Language Literacy and Numeracy in Early Education and Childcare (DF58 34)
♦ Sociology of Childhood (DN88 35)

7.3 Open Learning

All Units in this award would lend themselves to an open learning model. Centres would be required to set up systems to authenticate candidates' work, in order to offer this type of delivery, as per SQA Guidelines.

8 General information for centres

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* **(www.sqa.org.uk)**.

Internal and external verification

All instruments of assessment used within this/these Group Award(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 and Quality Assurance for Colleges of Further Education* **(www.sqa.org.uk)**.

9 General information for candidates

The PDA in Childhood Practice at SCQF level 8 is designed to allow you to develop the skills and knowledge required for working in the early years and childcare sector. It is also designed to equip you with the skills required to progress onto higher level courses, perhaps at degree level.

The aims of the course are to:

♦ enable you to demonstrate an understanding of the skills inherent in good, effective leadership and management in a range of Early Years and Childcare settings
♦ enable you to understand the complex national policy framework within which they practice and examine local procedures in relation to these national policies
♦ assist you to understand quality indicators and the processes by which good practice is measured and disseminated
♦ allow you, via the Graded Unit, to synthesis ideas and concepts learned across the award.
♦ prepare you for career advancement
♦ facilitate progression to SCQF level 9 courses
♦ develop your transferable skills including Core Skills
♦ develop your personal effectiveness
♦ develop your critical, evaluative and analytical skills and an ability to synthesis concepts and ideas
♦ develop your problem solving skills
♦ provide opportunities for career planning and enhance your career prospects

10   Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology 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: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

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

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised HNCs and HNDs are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

SSSC: Scottish Social Services Council.

11   Appendices

Appendix 1: Mapping to Standard for Childhood Practice, 2007
Appendix 2: Core Skills grid
Appendix 3: Integrated delivery and assessment grid

Appendix 1: Mapping to Standard for Childhood Practice, 2007

An exploration of Professional Development Award in Childhood Practice (SCQF 8) links to the Standard for Childhood Practice 2007

Professional Development Award in Childhood Practice (SCQF 8) The Units below may provide evidence for the elements indicated	The Standard for Childhood Practice Elements
Mandatory Unit **Unit DN1H 35 Managing Quality in Early Education and Childcare Settings** On completion of the Unit the candidate should be able to: ♦ Investigate legislative, national and local requirements in respect of ensuring quality in Early Education and Childcare Settings ♦ Critically evaluate the various quality assurance and accountability mechanisms employed in Early Education and Childcare Settings ♦ Evaluate the role of policy and its relation to the management of quality in Early Education and Childcare settings ♦ Take the lead role in evaluating an existing policy which is intended to promote quality improvement within an Early Education and Childcare Setting	**2 Professional values and personal commitment** 2.1 Managers/lead practitioners value and demonstrate a commitment to inclusion, diversity, social justice, anti-discrimination and protecting and caring for children. 2.3 Managers/lead practitioners value, respect and show commitment to the parents and carers, families, communities and other agencies and partnerships with whom they work. **3 Professional knowledge and understanding** **Frameworks and programmes** 3.2 Managers/lead practitioners have a critical understanding of the content of relevant organisational frameworks and statements of principles for supporting and enabling play, learning opportunities and experiences. 3.3 Managers/lead practitioners have a critical understanding of the theories and principles required to analyse and critically evaluate the programme by the service. 3.4 Managers/lead practitioners have a broad and integrated knowledge and understanding of the scope and nature of organisational frameworks and their ongoing development. **Systems and professional responsibilities** 3.5 Managers/lead practitioners have a critical understanding of the principle features of local, national and international systems, and of policies, practices and legal requirements. 3.6 Managers/lead practitioners have a working knowledge of the breadth of the service and the professional roles and responsibilities of Early Years and Childcare workers. 3.7 Managers/lead practitioners have a critical understanding of the contribution of other professionals to the service and to other children's services. 3.8 Managers/lead practitioners have a critical understanding of the principles, theories and concepts of leadership and management practice relevant for their role.

Professional Development Award in Childhood Practice (SCQF 8) The Units below may provide evidence for the elements indicated	The Standard for Childhood Practice Elements

Mandatory Unit
 	
Unit DN1H 35   Managing Quality in Early Education and Childcare Settings
 	
On completion of the Unit the candidate should be able to:
♦ Investigate legislative, national and local requirements in respect of ensuring quality in Early Education and Childcare Settings
♦ Critically evaluate the various quality assurance and accountability mechanisms employed in Early Education and Childcare Settings
♦ Evaluate the role of policy and its relation to the management of quality in Early Education and Childcare settings
♦ Take the lead role in evaluating an existing policy which is intended to promote quality improvement within an Early Education and Childcare Setting
	4 Professional skills and abilities
	   Supporting play, learning opportunities and experiences
	4.2 Managers/lead practitioners lead and support the development of positive and caring relationships with each child and family.
	4.3 Managers/lead practitioners coordinate and lead the provision of balanced flexible programmes that support play and learning opportunities and encourage children to be healthy, active and achieving.
	4.4 Managers/lead practitioners coordinate and support the tracking of children's progress and the planning and management of transitions.
	4.5 Managers/lead practitioners engage in professional reflection for continuing improvement.
	
	   Communication, collaboration and partnership
	4.7 Managers/lead practitioners promote and actively lead others in working with parents and carers, families and communities.
	4.8 Managers/lead practitioners lead and support collaboration with other agencies and other children's services to Build capacity and develop services.
	
	   Leadership and management
	4.11 Managers/lead practitioners take responsibility for the delivery and ongoing development of a high quality service for each child and family.
	4.12 Managers/lead practitioners engage with the business management of the services they provide.

Professional Development Award in Childhood Practice (SCQF 8) The Units below may provide evidence for the elements indicated	The Standard for Childhood Practice Elements
Optional Units **Unit DN89 35 Manage a Quality Curriculum** The Unit is intended for candidates who are employed in an early education and childcare setting or who have access to one. It is designed to enable candidates to identify a range of quality curricula and to evaluate their role in developing and maintaining such a provision. The term 'curriculum' should be considered to encompass more than a specific document, set of guidelines or support materials used in any setting(s) or establishment(s). It should take account of the wider concepts of, and approaches to, providing for and managing a learning environment used across the age ranges — birth-3, 3-5, 5-8 and 8-12 where appropriate.	**2 Professional values and personal commitment** 2.1 Managers/lead practitioners value and demonstrate a commitment to inclusion, diversity, social justice, anti-discrimination and protecting and caring for children. **3 Professional knowledge and understanding** **Children and childhoods** 3.1 Managers/lead practitioners have a broad and balanced knowledge and understanding of children and childhoods which underpins their practice and is used to inform their leadership of others. **Frameworks and programmes** 3.2 Managers/lead practitioners have a critical understanding of the content of relevant organisational frameworks and statements of principles for supporting and enabling play, learning opportunities and experiences. 3.3 Managers/lead practitioners have a critical understanding of the theories and principles required to analyse and critically evaluate the programme by the service. **Evidence informed practice** 3.9 Managers/lead practitioners have the knowledge and understanding needed to support evidence informed practice. **4 Professional skills and abilities** **Supporting play, learning opportunities and experiences** 4.1 Managers/lead practitioners coordinate and lead the provision of environments that are safe, caring and nurturing and inclusive. 4.3 Managers/lead practitioners coordinate and lead the provision of balanced flexible programmes that support play and learning opportunities and encourage children to be healthy, active and achieving. 4.4 Managers/lead practitioners coordinate and support the tracking of children's progress and the planning and management of transitions. **Leadership and management** 4.11 Managers/lead practitioners take responsibility for the delivery and ongoing development of a high quality service for each child and family. 4.12 Managers/lead practitioners engage with the business management of the services they provide.

Professional Development Award in Childhood Practice (SCQF 8) The Units below may provide evidence for the elements indicated	The Standard for Childhood Practice Elements
Optional Unit **Unit DE3R 34 Personal Development Planning** This Unit helps candidates to take responsibility for their own learning and development. In particular it provides a framework for the development of the personal and general skills and qualities which employers seek in the workplace and which are increasingly recognised as underpinning success in personal life, in citizenship and in lifelong learning. The contexts of progression to employment, or from college to university, or developing Core Skills, can be used. Through a process of Personal Development Planning candidates will identify their skills, abilities and development needs and review these in the context of their own personal, educational and career aims. They will devise a personal action plan, then undertake and evaluate that plan. They will gather, organise and present evidence of each stage of the plan - including personal reviews - in their personal development portfolio.	**2 Professional values and personal commitment** 2.2 Managers/lead practitioners value themselves and others by taking responsibility for their own professional learning and development and that of the workers for whom they are responsible. **4 Professional skills and abilities** **Supporting play, learning opportunities and experiences** 4.5 Managers/lead practitioners engage in professional reflection for continuing improvement. **Leadership and management** 4.9 Managers/lead practitioners take responsibility for identifying and supporting their own personal learning and professional development needs.

Professional Development Award in Childhood Practice (SCQF 8) The Units below may provide evidence for the elements indicated	The Standard for Childhood Practice Elements
Optional Unit **Unit DN88 35 Sociology of Childhood** On completion of the Unit the candidate should be able to: ♦ Examine the history of the sociological perspectives of childhood ♦ Examine the impact of the sociological perspectives of childhood on the child ♦ Examine and critically analyse how the views of childhood and the child are reflected in the 21st century ♦ Analyse and evaluate the implications of current UK perspectives of childhood for practice and the future planning of children's services, locally and nationally	**3 Professional knowledge and understanding** **Children and childhoods** 3.1 Managers/lead practitioners have a broad and balanced knowledge and understanding of children and childhoods which underpins their practice and is used to inform their leadership of others. **Frameworks and programmes** **Systems and professional responsibilities** 3.6 Managers/lead practitioners have a working knowledge of the breadth of the service and the professional roles and responsibilities of Early Years and Childcare workers.

Professional Development Award in Childhood Practice (SCQF 8) The Units below may provide evidence for the elements indicated	The Standard for Childhood Practice Elements
Optional Unit **Unit DN86 35 International Perspectives in Early Education and Childcare** This Unit is designed to enable candidates to understand how study of a comparison of international perspectives in Early Education and Childcare can underpin their own developing good practice. On completion of the Unit candidates should be able to: ♦ Investigate a range of perspectives and approaches to Early Education and Childcare within the Early Education and Childcare Scottish and international community ♦ Critically analyse an identified, documented element of international good practice and make a comparison with a similar documented element of good practice from Scotland ♦ Plan the implementation of the identified aspect of international practice for your own setting	**3 Professional knowledge and understanding** **Systems and professional responsibilities** 3.5 Managers/lead practitioners have a critical understanding of the principle features of local, national and international systems, and of policies, practices and legal requirements.

Professional Development Award in Childhood Practice (SCQF 8) The Units below may provide evidence for the elements indicated	The Standard for Childhood Practice Elements
Mandatory Unit **Unit FS70 35 Childhood Practice: Graded Unit 2** This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the Professional Development Award in Childhood Practice at SCQF level 8: ♦ To examine a range of theoretical and practice based perspectives relating to advanced practice and management in a care setting ♦ To acquire knowledge and skills needed to manage issues of quality within an early education and childcare setting ♦ To critically analyse the role of professional practice within an early education and childcare context ♦ to demonstrated clearly the importance of collaborative working and integrative practice ♦ To understand quality indicators and the processes by which good practice is measured and disseminated	**2 Professional values and personal commitment** 2.1 Managers/lead practitioners value and demonstrate a commitment to inclusion, diversity, social justice, anti-discrimination, and protecting and caring for children. 2.2 Managers/lead practitioners value themselves and others by taking responsibility for their own professional learning and development and that of the workers for whom they are responsible. 2.3 Managers/lead practitioners value, respect and show commitment to the parents and carers, families, communities, and other agencies and partnerships with whom they work. **Systems and professional responsibilities** 3.5 Managers/lead practitioners have a critical understanding of the principle features of local, national and international systems, and of policies, practices, and legal requirements relevant to the service. 3.6 Managers/lead practitioners have a working knowledge of the breadth of the service and the professional roles and responsibilities of Early Years and Childcare workers within it. 3.7 Managers/lead practitioners have a critical understanding of the contribution of other professionals to the service and to other children's services. 3.8 Managers/lead practitioners have a critical understanding of the principles, theories and concepts of leadership and management practice relevant for their role. **Evidence informed practice** 3.9 Managers/lead practitioners have the knowledge and understanding needed to support evidence informed practice. **4 Professional skills and abilities** **Supporting play, learning opportunities and experiences** 4.5 Managers/lead practitioners engage in professional reflection for continuing improvement. **Communication, collaboration and partnership** 4.6 Managers/lead practitioners lead and support teamwork and collaboration. 4.7 Managers/lead practitioners promote and actively lead others in working with parents and carers, families and communities.

Professional Development Award in Childhood Practice (SCQF 8) The Units below may provide evidence for the elements indicated	The Standard for Childhood Practice Elements
Childhood Practice: Graded Unit 2 (continued)	4.8 Managers/lead practitioners lead and support collaboration with other agencies and other children's services to build capacity and develop services. **Leadership and management** 4.11 Managers/lead practitioners take responsibility for the delivery and ongoing development of a high quality service for each child and family.
Mandatory Unit **Unit F56B 35 Developing Professional Childhood Practice** This Unit is designed to enable candidates to examine issues around the role of the professional within childhood practice. The candidate will investigate broad issues relating to professional practice and relate these directly to childhood practice. They will then contextualise these to a professional issue relating to their own practice. ♦ Investigate current theories of professional practice ♦ Investigate influences on professional practice in early education and childcare ♦ Demonstrate own professional practice.	**2 Professional values and personal commitment** 2.2 Managers/lead practitioners value themselves and others by taking responsibility for their own professional learning and development and that of the workers for whom they are responsible. 2.3 Managers/lead practitioners value, respect and show commitment to the parents and carers, families, communities, and other agencies and partnerships with whom they work. **3 Professional knowledge and understanding** **Children and childhoods** 3.1 Managers/lead practitioners have a broad and balanced knowledge and understanding of children and childhoods which underpins their practice and is used to inform their leadership of others. **Systems and professional responsibilities** 3.7 Managers/lead practitioners have a critical understanding of the contribution of other professionals to the service and to other children's services. **4 Professional skills and abilities** **Supporting play, learning opportunities and experiences** 4.5 Managers/lead practitioners engage in professional reflection for continuing improvement. **Leadership and management** 4.9 Managers/lead practitioners take responsibility for identifying and supporting their own personal learning and professional development needs.

Professional Development Award in Childhood Practice (SCQF 8) The Units below may provide evidence for the elements indicated	The Standard for Childhood Practice Elements
Mandatory Unit **Unit F56Y 35 Childhood Practice and Social Services: Developing Leadership** Unit purpose: On completion of this Unit the candidate should be able to: ♦ Demonstrate a critical knowledge and understanding of purpose of leadership and management in achieving shared objectives (**Purpose**) ♦ Develop skills in leading people to develop everyone's potential (**People**) ♦ Demonstrate critical understanding of leadership and management processes and the ability to effectively use support systems and tools (**Process**) ♦ Critically apply and evaluate Performance Criteria in leading and managing to improve quality of service (**Performance**)	**2 Professional values and personal commitment** 2.2 Managers/lead practitioners value themselves and others by taking responsibility for their own professional learning and development and that of the workers for whom they are responsible. 2.3 Managers/lead practitioners value, respect and show commitment to the parents and carers, families, communities and other agencies and partnerships with whom they work. **3 Professional knowledge and understanding** **Children and childhoods** 3.1 Managers/lead practitioners have a broad and balanced knowledge and understanding of children and childhoods which underpins their practice and is used to inform their leadership of others. **Systems and professional responsibilities** 3.8 Managers/lead practitioners have a critical understanding of the principles, theories and concepts of leadership and management practice relevant for their role. **4 Professional skills and abilities** **Supporting play, learning opportunities and experiences** 4.1 Managers/lead practitioners coordinate and lead the provision of environments that are safe, caring and nurturing and inclusive. 4.2 Managers/lead practitioners lead and support the development of positive and caring relationships with each child and family. 4.3 Managers/lead practitioners coordinate and lead the provision of balanced flexible programmes that support play and learning opportunities and encourage children to be healthy, active and achieving. 4.4 Managers/lead practitioners coordinate and support the tracking of children's progress and the planning and management of transitions. 4.5 Managers/lead practitioners engage in professional reflection for continuing improvement.

Professional Development Award in Childhood Practice (SCQF 8) The Units below may provide evidence for the elements indicated	The Standard for Childhood Practice Elements
Childhood Practice and Social Services: Developing Leadership (continued)	**Communication, collaboration and partnership** 4.6 Managers/lead practitioners lead and support teamwork and collaboration. 4.7 Managers/lead practitioners promote and actively lead others in working with parents and carers, families and communities. 4.8 Managers/lead practitioners lead and support collaboration with other agencies and other children's services to build capacity and develop services. **Leadership and management** 4.10 Managers/lead practitioners take responsibility for identifying and supporting the learning and professional development needs of workers for whom they are responsible and for supporting students learning in and through the workplace. 4.11 Managers/lead practitioners take responsibility for the delivery and ongoing development of a high quality service for each child and family. 4.12 Managers/lead practitioners engage with the business management of the services they provide.

Professional Development Award in Childhood Practice (SCQF 8) The Units below may provide evidence for the elements indicated	The Standard for Childhood Practice Elements
Mandatory Unit **Unit F56A 35 Integrated Working and Collaborative Practice** The Unit is designed to enable candidates to examine issues relates collaborative and integrative working within childhood practice. The candidate will explore the nature of collaboration, including related theoretical perspectives and they will place collaboration and integrative working within current legislative and policy frameworks. They will demonstrate the knowledge and skills required to develop of a culture of collaboration and integrative practice within their workplace. On completion of the Unit the candidate should be able to: ♦ Demonstrate an understanding of the nature of collaboration and scope of integrated working within childhood practice	**2 Professional values and personal commitment** 2.1 Managers/lead practitioners value and demonstrate a commitment to inclusion, diversity, social justice, anti-discrimination, and protecting and caring for children. 2.3 Managers/lead practitioners value, respect and show commitment to the parents and carers, families, communities, and other agencies and partnerships with whom they work. **3 Professional knowledge and understanding** **Frameworks and programmes** 3.2 Managers/lead practitioners have a critical understanding of the content of relevant organisational frameworks and statements of principles for supporting and enabling play, learning opportunities and experiences. **Systems and professional responsibilities** 3.5 Managers/lead practitioners have a critical understanding of the principle features of local, national and international systems, and of policies, practices, and legal requirements relevant to the service. 3.6 Managers/lead practitioners have a working knowledge of the breadth of the service and the professional roles and responsibilities of Early Years and Childcare workers within it. 3.7 Managers/lead practitioners have a critical understanding of the contribution of other professionals to the service and to other children's services. **Evidence informed practice** 3.9 Managers/lead practitioners have the knowledge and understanding needed to support evidence informed practice. **4 Professional skills and abilities** **Communication, collaboration and partnership** 4.6 Managers/lead practitioners lead and support teamwork and collaboration. 4.7 Managers/lead practitioners promote and actively lead others in working with parents and carers, families and communities. 4.8 Managers/lead practitioners lead and support collaboration with other agencies and other children's services to build capacity and develop services.

Professional Development Award in Childhood Practice (SCQF 8) The Units below may provide evidence for the elements indicated	The Standard for Childhood Practice Elements
Integrated Working and Collaborative Practice (continued) ♦ Analyse current legislative and policy frameworks for integrated and collaborative working ♦ Demonstrate the knowledge and skills required to development of a culture of collaborative and integrative working within a childhood practice setting	
Optional Unit **Unit DG5D 35 Team Working in Care Settings** This Unit is designed to enable candidates to achieve an understanding of effective team working and to evaluate their practice in this context. Candidates will have the opportunity to: apply theories of team formation and effective function from a leadership perspective evaluate team and individual performance On completion of the Unit the candidate should be able to: ♦ Evaluate team effectiveness in accordance with factors that contribute to good team working.	**3 Professional knowledge and understanding** **Systems and Professional Responsibilities** 3.8 Managers/lead practitioners have a critical understanding of the principles, theories and concepts of leadership and management practice relevant for their role. **Evidence informed practice** 3.9 Managers/lead practitioners have the knowledge and understanding needed to support evidence informed practice. **4 Professional skills and abilities** **Communication, collaboration and partnership** 4.6 Managers/lead practitioners lead and support teamwork and collaboration. 4.7 Managers/lead practitioners promote and actively lead others in working with parents and carers, families and communities.

Professional Development Award in Childhood Practice (SCQF 8) The Units below may provide evidence for the elements indicated	The Standard for Childhood Practice Elements
Team Working in Care Settings (continued) ♦ Analyse how effective interpersonal skills and dynamics contribute to group and team work. ♦ Evaluate the contribution of performance review and the associated goal setting to the success of any organisation.	
Optional Unit **Unit DH2G 34 Supporting Children Learning Through an Additional Language** This Unit is designed to give candidates the opportunity to gain an understanding of some of the issues relating to working with children who are learning through an additional language. The Unit will also give the candidate the opportunity to explore ways of supporting children with their language needs. On completion of the Unit the candidate should be able to: ♦ Explain the processes involved in acquiring an additional language and the factors that influence that development	**2 Professional values and personal commitment** 2.1 Managers/lead practitioners value and demonstrate a commitment to inclusion, diversity, social justice, anti-discrimination, and protecting and caring for children. 2.3 Managers/lead practitioners value, respect and show commitment to the parents and carers, families, communities, and other agencies and partnerships with whom they work. **3 Professional knowledge and understanding** 　　　**Frameworks and programmes** 3.2 Managers/lead practitioners have a critical understanding of the content of relevant organisational frameworks and statements of principles for supporting and enabling play, learning opportunities and experiences. 3.3 Managers/lead practitioners have a critical understanding of the theories and principles required to analyse and critically evaluate the programmes provided by the service. 3.4 Managers/lead practitioners have a broad and integrated knowledge and understanding of the scope and nature of relevant organisational frameworks and their ongoing development. 　　　**Systems and professional responsibilities** 3.7 Managers/lead practitioners have a critical understanding of the contribution of other professionals to the service and to other children's services.

Professional Development Award in Childhood Practice (SCQF 8) The Units below may provide evidence for the elements indicated	The Standard for Childhood Practice Elements
♦ Explore and evaluate a range of strategies to use when supporting children who are learning through an additional language ♦ Investigate the role of adults and agencies that may be working with children who are learning through an additional language, and their families ♦ Examine and evaluate how an ethos which celebrates and values cultural diversity in the workplace/setting supports learning through an additional language	**4 Professional skills and abilities** **Supporting play, learning opportunities and experiences** 4.2 Managers/lead practitioners lead and support the development of positive and caring relationships with each child and family.
Optional Unit **Unit DF58 34 Promoting Language, Literacy and Numeracy in Early Education and Childcare** This Unit is designed to provide candidates with the skills and strategies necessary to facilitate children's development in language, literacy and numeracy in an early education and childcare setting. On completion of the Unit the candidate should be able to: ♦ Demonstrate an understanding of the processes involved in becoming literate and numerate	**3 Professional knowledge and understanding** **Children and childhoods** 3.1 Managers/lead practitioners have a broad and balanced knowledge and understanding of children and childhoods which underpins their practice and is used to inform their leadership of others. **Frameworks and programmes** 3.3 Managers/lead practitioners have a critical understanding of the theories and principles required to analyse and critically evaluate the programmes provided by the service. **Evidence informed practice** 3.9 Managers/lead practitioners have the knowledge and understanding needed to support evidence informed practice.

Professional Development Award in Childhood Practice (SCQF 8) The Units below may provide evidence for the elements indicated	The Standard for Childhood Practice Elements
Promoting Language, Literacy and Numeracy in Early Education and Childcare (continued) ♦ Describe the role of the adult in terms of the development of language, literacy and numeracy ♦ Evaluate materials and practice that foster literacy and numeracy	**4 Professional skills and abilities** **Supporting play, learning opportunities and experiences** 4.1 Managers/lead practitioners coordinate and lead the provision of environments that are safe, secure, caring and nurturing, and inclusive. 4.2 Managers/lead practitioners lead and support the development of positive and caring relationships with each child and family 4.4 Managers/lead practitioners coordinate and support the tracking of children's progress and the planning and management of transitions. **Communication, collaboration and partnership** 4.6 Managers/lead practitioners lead and support teamwork and collaboration.
Optional Unit **Unit DV0K 35 Supporting and Managing the Protection of Individuals** To enable candidates to understand, apply and support others to apply: the value base, legislation and guidance in relation to the protection of individuals from possible harm and abuse; relevant theory and practice; the manager's responsibilities for protecting individuals from possible harm and abuse. On completion of the Unit, the candidate should be able to:	**2 Professional values and personal commitment** 2.1 Managers/lead practitioners value and demonstrate a commitment to inclusion, diversity, social justice, anti-discrimination, and protecting and caring for children. 2.2 Managers/lead practitioners value themselves and others by taking responsibility for their own professional learning and development and that of the workers for whom they are responsible. 2.3 Managers/lead practitioners value, respect and show commitment to the parents and carers, families, communities, and other agencies and partnerships with whom they work.

Professional Development Award in Childhood Practice (SCQF 8) The Units below may provide evidence for the elements indicated	The Standard for Childhood Practice Elements
Supporting and Managing the Protection of Individuals (continued) ♦ Examine the values and principles, legislation and guidance, cultural factors and roles that relate to the protection of individuals from possible harm and abuse. ♦ Examine issues surrounding possible harm and abuse and analyse their impact on the practice of supporting and managing protection of individuals. ♦ Assess the role of a manager in relation to the protection of individuals.	**3 Professional knowledge and understanding** **Children and childhoods** 3.1 Managers/lead practitioners have a broad and balanced knowledge and understanding of children and childhoods which underpins their practice and is used to inform their leadership of others. **Systems and professional responsibilities** 3.5 Managers/lead practitioners have a critical understanding of the principle features of local, national and international systems, and of policies, practices, and legal requirements relevant to the service 3.6 Managers/lead practitioners have a working knowledge of the breadth of the service and the professional roles and responsibilities of Early Years and Childcare workers within it. 3.7 Managers/lead practitioners have a critical understanding of the contribution of other professionals to the service and to other children's services. **Evidence informed practice** 3.9 Managers/lead practitioners have the knowledge and understanding needed to support evidence informed practice **4 Professional skills and abilities** **Supporting play, learning opportunities and experiences** 4.1 Managers/lead practitioners coordinate and lead the provision of environments that are safe, secure, caring and nurturing, and inclusive 4.2 Managers/lead practitioners lead and support the development of positive and caring relationships with each child and family. 4.5 Managers/lead practitioners engage in professional reflection for continuing improvement. **Communication, collaboration and partnership** 4.6 Managers/lead practitioners lead and support teamwork and collaboration. **Leadership and management** 4.10 Managers/lead practitioners take responsibility for identifying and supporting the learning and professional development needs of workers for whom they are responsible and for supporting students learning in and through the workplace.

Professional Development Award in Childhood Practice (SCQF 8) The Units below may provide evidence for the elements indicated	The Standard for Childhood Practice Elements
Supporting and Managing the Protection of Individuals (continued)	4.11 Managers/lead practitioners take responsibility for the delivery and ongoing development of a high quality service for each child and family.

Appendix 2:   Core Skills grid

Core Skills and components developed in the PDA Childhood Practice at SCQF level 8

	Communication		Numeracy		IT		Problem Solving		Working with Others
	Oral Communication	**Written Communication**	**Using Graphical Information**	**Using Number**	**Using Information Technology**	**Critical Thinking**	**Planning & Organising**	**Reviewing & Evaluating**	**WWO**
Childhood Practice and Social Services: Developing Leadership	X	X							X
Managing Quality in Early Education & Child Care Setting	X	X			X				X
Manage a Quality Curriculum	X	X				X	X	X	X
Managing the Implementation of the Values & Principles of Playwork	X	X			X	X	X	X	X
Integrated Working and Collaborative Practice									
Developing Professional Childhood Practice	X	X			X	X	X	X	
Sociology of Childhood	X	X							
Promoting Language, Literacy & Numeracy in Early Education & Childcare	X	X	X	X	X	X	X	X	X
International Perspectives in Early Education	X	X			X	X	X	X	X
Personal Development Planning	X	X				X		X	

	Communication		Numeracy		IT		Problem Solving		Working with Others
	Oral Communication	Written Communication	Using Graphical Information	Using Number	Using Information Technology	Critical Thinking	Planning & Organising	Reviewing & Evaluating	WWO
Integrated Services for Children and Families	X	X	X	X	X				
Supporting & managing the Protection of Individuals	X	X			X				X
Team Working in Care Settings	X	X				X	X	X	X
Supporting Children Learning Through an Additional Language	X	X		X	X		X		X
Graded Unit		X	X		X	X	X	X	X

Appendix 3: Integrated delivery and assessment grid

Unit title	Developing Leadership	Managing Quality in Early Education & Childcare Settings	Developing Professional Childhood Practice	Collabo & Integrated Working in CP	Childhood Practice: Graded Unit	Manage A Quality Curriculum	Managing the Implementation of the Values and Principles of Playwork	Personal Dev Planning	Sociology of Childhood	Promoting Language, Literacy & Numeracy in Early Education & Childcare	International Perspectives in Early Education and Childcare	Supporting and Managing the Protection of Individuals	Team Working in Care Settings	Supporting Children Learning Through an Additional
Developing Leadership		X	X	X		X	X	X		X		X	X	
Managing Quality in Early Education and Childcare Settings	X		X	X		X	X	X				X	X	
Developing Professional Childhood Practice	X	X		X		X	X	X	X				X	
Collaboration and Integrative Working In Childhood Practice	X	X	X			X				X		X	X	X
Childhood Practice: Graded Unit 2														
Manage A Quality Curriculum	X	X	X					X	X	X	X		X	X
Managing the Implementation of the Values and Principles of Playwork	X	X	X					X	X	X			X	X
Personal Development Planning	X	X	X			X	X			X	X	X	X	X
Sociology of Childhood			X			X	X					X		X

Unit title	Developing Leadership	Managing Quality in Early Education & Childcare Settings	Developing Professional Childhood Practice	Collabo & Integrated Working in CP	Childhood Practice: Graded Unit	Manage A Quality Curriculum	Managing the Implementation of the Values and Principles of Playwork	Personal Dev Planning	Sociology of Childhood	Promoting Language, Literacy & Numeracy in Early Education & Childcare	International Perspectives in Early Education and Childcare	Supporting and Managing the Protection of Individuals	Team Working in Care Settings	Supporting Children Learning Through an Additional
Promoting Language, Literacy and Numeracy in Early Education & Childcare	■			■		■	■	■					■	■
International Perspectives in Early Education and Childcare						■	■	■	■					■
Supporting and Managing the Protection of Individuals	■	■		■				■					■	
Team Working in Care Settings	■	■	■	■		■	■	■		■		■		■
Supporting Children Learning Through an Additional Language	■			■		■	■	■	■	■	■		■	