SCOTTISH INSTITUTE
FOR EXCELLENCE IN
SOCIAL WORK EDUCATION

Practice Learning Qualifications &
Practice Learning Qualifications (Social Services)

Submission to SSSC
December 2005
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CONTENTS

3. ASSESSMENT

1. DESIGN SUMMARY

1.1 Background and Overview

The Scottish Practice Learning Project (SPLP), a Scottish Executive funded joint initiative of the Scottish Institute for Excellence in Social Work Education (the Institute) and the Scottish Social Services Council (SSSC), was asked to develop new, modular qualifications to replace the Practice Teaching Award. The requirement to develop these new qualifications was set out in *Confidence in Practice Learning (Scottish Executive, 2004)* and reflects consultations on the reform of the Practice Teaching Award carried out by the SSSC in 2003.

The SPLP commissioned the development of the new qualifications to the Institute. The Institute undertook the work on the basis of a commissioning document which included a specification setting out the parameters of the new qualifications. The full specification is available on the Institute's website at www.sieswe.org/docs/PLQualSpec.doc .

The specification states that the aim of the qualifications is to equip individuals who support the professional development and learning of others in the social services with the skills, knowledge and understanding to achieve high quality ethical interventions and positive Learning Outcomes, and contribute to the development of learning cultures.

The objectives of the qualifications are:

> ➢ to provide a four staged modular framework located within the SCQF that reflects the Standards required to support different levels of learning and development

> ➢ to provide a framework which is accessible and flexible in order to reflect the individual's involvement in the learning process and own learning needs

> ➢ to recognise the prior learning achievements of those providing support to individuals, both accredited and informal.

It is intended that the qualifications will be delivered through academic and employer partnership arrangements under the auspices of the four Regional Learning Networks. This documentation refers to these bodies as the "providers".

In order to be approved by the SSSC to deliver these qualifications, it is intended that providers shall develop programmes that:
- adopt the Guiding Principles for Providers established at Section 1.3,
- meet the provider's awarding body's approval requirements, and
- meet the SSSC's Rules and Requirements for Specialist Training for Social Service Workers in Scotland 2005.

This submission provides the framework around which providers can develop the qualifications in order to meet these requirements. The framework is designed to be sufficiently prescriptive in core areas so as to ensure the existence of a national suite of qualifications while being flexible enough to enable providers to utilise their specific strengths and preferences in delivering the qualifications. The careful balance struck between these two objectives is evident throughout the qualifications' design.

In this submission, the word "candidate" means the person undertaking the PLQ or PLQ(SS) qualification. The word "learner" means the person whose practice learning the candidate is supporting. A glossary of terms is provided at Appendix F.

1.2 Design Process and Rationale

1.2.1 Development and consultation process

Development work was structured around small task teams that focused on different aspects of the qualification design. Each team was led by a facilitator. The project manager, three facilitators, a service user, a carer and a consultant formed the project management team. Their details are provided in Appendix A.

The task teams were informed by a network of representatives from colleges and universities, employers, the Scottish Qualifications Authority (SQA) and the Scottish Organisation for Practice Teaching (SCOPT).

The collaborative approach to the development and design of the qualifications placed service users and carers centre stage, recognising the importance of their perspectives in any new developments within social work education. Service users and carers were members of working groups and attended general consultation events. Two focus groups were organised to specifically seek both service user and carer perspectives on 'work in progress'. Views gained from these meetings were incorporated into the design of the qualifications on an ongoing basis.

Participants were consulted and informed about progress through a project area on the University of Dundee's Virtual Learning Environment. More traditional methods of consultation were also used. Appendix B outlines the scope and timescales of the development process and the consultations undertaken. Appendix C details those who participated in events and responded to consultation on the documentation. The consultation responses will be submitted separately. Many of the issues raised in the responses are significant but relate to matters outwith the scope of the commissioned work and will need to be addressed in another forum.

Although informed by the valuable achievements of previous arrangements for practice teaching, the development of the new qualifications represents a sea change in terms of a shift towards a new emphasis on the participation of a wider range of people in the learning of others and the involvement of other professions. While the project management team has welcomed feedback from a range of sources, great care has been taken to retain the vision and aspirations contained in the specification for the qualifications.

1.2.2 Entry requirements

Entry requirements for each Stage of the qualifications are detailed in Section 2.2.

In establishing the requirements, care has been taken to maintain standards while making the qualifications accessible to as wide a range of potential learners as possible. The requirements aim to encourage candidates from professional groups other than social services to undertake the qualifications. Account has also been taken of the need to encourage and support service users and carers to access the qualifications.

In order to increase inclusion, the providers are required to "establish and implement clear credit transfer and Recognition of Prior Learning (RPL) mechanisms and policies at all levels" (see Section 1.3).

In view of the fact that this is a national suite of qualifications, the project management team is strongly of the view that in order to ensure a consistent approach, recognition of prior and experiential learning and credit claim mechanisms and policies should be developed at national level through the collaboration of the providers. This might be achieved through the activity of the proposed Programme Development Group.

1.2.3   Standards and Learning Outcomes
The frameworks of Standards and Learning Outcomes are provided in Section 2.3.

From the literature and existing standards, four broad approaches to defining standards in tertiary education teaching can be identified: norm referenced, competency based, criterion based and descriptor based. The latter approach is consistent with recent advances in defining standards in student assessment in higher education. In adopting this approach, we first defined broad standards and then developed the specific criteria (which we have called Learning Outcomes) that candidates would be required to evidence in order to achieve the qualifications. The Standards are common across all stages of the qualifications, providing themes which develop as the Scottish Credit and Qualifications Framework (SCQF) level of the qualification increases. The Learning Outcomes progress according to the qualification's SCQF level and, as far as possible, incorporate SCQF terms of reference. In presenting the framework of Standards and Learning Outcomes, close reference was made to the model recently developed by the Nursing and Midwifery Council in its Consultation on a Standard to Support Learning and Assessment in Practice, 2004.

Reference is made throughout the Standards and Learning Outcomes to the "facilitation of learning" rather than to "teaching". The terminology is designed to capture the range of approaches that providers may make available to candidates and/or candidates may make available to learners, including face-to-face inputs, blended and other forms of directed and self-directed learning.

The significance of professional values is signposted throughout the Standards and Learning Outcomes by reference to the relevant professional Codes of Practice.

1.2.4   Assessment methods
The methods of assessment used by providers will depend largely on the delivery mechanisms adopted. According to the specification for these qualifications, they will "be flexible in delivery to allow comprehensive access and participation across Scotland, including by distance learning." The project management team has interpreted "flexible delivery" to mean flexible in meeting the needs of the individual. The design of the qualifications has therefore been based on the assumption that, although there may be no restriction on providers offering a primarily "taught" programme, an outcomes-based approach, centred around the learning needs of the individual, will best meet the requirement for flexible delivery. The outcomes-based approach, based as it is in nationally established Learning Outcomes, will ensure consistency of knowledge, skills and values in the candidates who complete the qualifications but not require standardisation in the way that the qualifications are delivered. It is envisaged that providers will develop a range of ways to facilitate the required learning. They will

undertake an initial evaluation of learning needs on an individual or possibly group basis and select the learning tools that best fit those needs. The range of learning tools adopted will focus on the needs of the learner. Generic, pre-determined routes to learning will be replaced by a more flexible individual approach, the adoption of which will also help to promote the inclusiveness to which the qualifications aspire.

By modeling good practice (a Principle of Assessment, Section 3.1) through the provision of creative and diverse methods of assessment, the qualifications should embrace the wider access agenda and encourage and support a wide range of learning styles while maintaining standards. Providers should refer to the outcomes of the Institute's core project work (2003-05) in developing and piloting new assessment methods. Details of the outcomes of this work are at www.sieswe.org.

The primary assessment mechanism for these qualifications is the portfolio of practice evidence. Guidance on this is at Section 3.3. In order for a candidate to evidence that they have achieved the Learning Outcomes, the candidate gathers evidence and presents it in the form of a portfolio. As far as possible for most candidates the evidence should be "naturally occurring" during the course of their day to day activity. Some candidates will not be able to rely solely on naturally occurring evidence and assessment activity will therefore need to be developed. There may in some cases be only limited need for prescribed assessment activity. This approach aims to reduce the need for contrived assessed activity in circumstances where Learning Outcomes are effectively being evidenced in the candidate's work. The approach aims to encourage candidates to reflect on the nature of what they do on a daily basis. While less staff time may be required to assess practice on an ongoing basis, practice evidence provided by the candidate should still be observed (see Section 1.2.5 below). The onus is on the candidate to evidence learning. The assessor's role within these arrangements is to assess the material presented in the portfolio and determine whether or not it evidences that the Learning Outcomes have been achieved. Employers, as partners in the Learning Networks delivering the qualifications, will be required to consider the developmental needs of candidates and ensure that the opportunities required to enable candidates to evidence the Learning Outcomes are provided.

By avoiding the need for direct observation of practice by line managers, the aim has been to make assessment less onerous for providers. It is acknowledged that it may take some time for providers to develop an appropriate pool of mentors and assessors appropriate for the range of levels of these qualifications.

1.2.5 Assessment process
Section 3.2 provides details of the assessment process.

Consultation feedback noted the absence of the practice assessor role within the process. The approach adopted to the assessment of practice is as follows: The candidate accumulates and submits evidence of having met a Learning Outcome. They must provide at least two documented sources of direct observation of the evidence they submit. The candidate describes the way in which their observed practice is evidence of having met the Learning Outcome. Those observing the practice (managers, colleagues, service users, the learners themselves, practitioners in other related disciplines) comment on the practice they have witnessed or experienced but do not assess it. The candidate's line manager (or equivalent) considers the candidate's claim (the claim only, not the various sources of evidence) and is required to verify that the practice described by the candidate

is consistent with their usual practice (see Section 3.3). Assessment of the evidence on which the claim is based is undertaken by the providers.

Mentors and assessors may be drawn from a wide range of professions. This will encourage the direct involvement of related professions and increase the pool of potential mentors and assessors.

The approach taken to the design of the assessment process incorporates the following aims:

- to support the delivery of the qualifications by the Learning Networks and encourage the inclusion of all the partners in the networks;

- to ensure that mentors and assessors are appropriately experienced and supported in effectively carrying out their different roles in the assessment process;

- to avoid unnecessary scrutiny while adopting those aspects of and mechanisms for assessment that are fundamental to and pre-existing in awarding bodies;

- to enable providers to meet the requirements of the SSSC's Rules and Requirements for Specialist Training for Social Service Workers 2005;

- to provide candidates with scope to present part of their evidence in a way that best fits with their different learning styles and needs;

- to ensure that candidates are adequately supported and informed;

- to provide for a range of sources of evidence based on candidates' day- to-day activity as evidence for Learning Outcomes;

- in establishing the Programme Development Group, to provide a collaborative mechanism at national level to ensure as far as possible that (i) mechanisms are in place to bring about consistency in assessment outcomes matched against standards (ii) all candidates can access appropriate learning at all levels wherever they are located (iii) candidates can gain entry with credit across programmes and (iv) programmes remain relevant, up to date and effectively utilise learning technologies

1.2.6   Qualification titles
The qualification titles are provided at Section 2.1.

In acknowledgement that the key to good practice learning is the candidate's exposure to good practitioners at all levels of the workforce, the named qualifications at the different levels reflect a commitment to learning through a range of equally valued roles.

1.2.7   Teaching and learning materials
The Exemplar Module Descriptors provided in this documentation do not prescribe the means by which providers of the qualifications should ensure that Learning Outcomes are met. However, a number of themes arise from the Standards and Learning Outcomes and these may lend themselves to the provision of some core teaching and learning materials. The provision of these materials is intended to assist providers by providing innovative

and appropriate materials while enhancing the national consistency of candidates' experience of the qualifications.

An outline of the schedule for the commissioning of materials development is provided at Section 4.

It is anticipated that, over time, new materials will be developed by the qualification providers and that, through the collaboration within the Programme Development Group (Section 3.2.3), these would be made available for shared use by all providers. This shared development process will ensure that the pool of resources available to the providers will continue to grow and adapt to changing demands.

It is anticipated that the Institute's Learning Exchange (www.sieswe.org/learnx/) will have a key role in hosting shared materials.

1.3 Guiding Principles for Providers

The qualifications are intended to promote a competent, confident, flexible and diverse social services workforce. These aspirations for the new qualifications have formed the basis of their design and development and it is intended that they continue to be prominent in their delivery.

Providers should therefore be guided by the following principles:

(i)   In line with the principle established in Confidence in Practice Learning (Scottish Executive, 2004) that it is 'everyone's business' to support learning in practice, the qualifications will support learning across the whole of the workforce. Service users and carers are integral to supporting learning. During the course of consultation, service users and carers have strongly affirmed the value of ensuring that the qualifications are accessible to them.

'They (the qualifications) will give us recognition for the work we already do with learners and some training to do the job better'

Subject to meeting the entry requirements, service users and carers have the opportunity to access all levels of the qualifications and it is incumbent upon the providers to facilitate this opportunity and explore creative ways of achieving it. Support to be provided for candidates with a disability will be the responsibility of the providers in line with current disability legislation and good practice.

References to for example "line managers", "social services and related settings", "work" and other terminology used throughout this documentation are familiar to many working in the social services. Care should be taken to ensure that these terms are interpreted in a way that is inclusive of the circumstances of service users who may wish to access these qualifications.

(ii)   Providers are required to establish and implement clear credit transfer and Recognition of Prior Learning (RPL) mechanisms and policies at all levels.

(iii)   In relation to entry requirements, it will be important for providers to retain the vision set out in Confidence in Practice Learning *(*Scottish Executive, 2004*)* that these qualifications should be as accessible as possible to a wide range of potential learners. While it is imperative to maintain standards and to adhere to the SCQF level requirements, it is equally important that providers do not lose sight of the overall philosophy of these qualifications to "*underline the importance of learning for practice throughout the profession".*

(iv)   Entry requirements and assessment methods should take account of the needs of candidates who may not be able to communicate in writing.

(v)   The qualifications should be promoted and made available to workers from social services and other professions and wider stakeholders involved in the professional development of staff and learners within the social services workforce. By offering both the PLQ(SS) and PLQ, the qualifications take account of the need to facilitate the development of staff who are not qualified social workers to assist in the creation of learning organisations and in the training of social workers with strong interdisciplinary awareness.

(vi)   Providers are required to develop delivery routes that are flexible and allow comprehensive access and participation across Scotland, including by distance learning.

(vii)   Leadership is embedded at all levels of the qualification, acknowledging that practitioners at all levels demonstrate leadership while facilitating learning. Providers should recognise that leadership takes different forms at the different levels.

(viii)   In order to ensure a level of national consistency in assessment, providers should participate in any mechanisms established by the proposed Programme Development Group (see Section 3.2.3).

(ix)   In relation to determining the equivalence of the Practice Teaching Award (PTA), care has been taken to ensure that the valuable role and experience of PTA holders is fully reflected in the arrangements for the new qualifications. However, where PTA holders do not have recent experience of supporting learning (particularly if experience has not been within the last 5 years), it would further the wider objectives of the qualifications if employers and providers encouraged them to achieve the new qualifications where appropriate.

2. THE QUALIFICATIONS

2.1 Qualification Titles

Qualification Title	Candidates eligible for qualification	SCQF Level
Practice Learning Qualification (Social Services), Stage 1	Candidates who have completed Stage 1 and, subject to acceptable character and conduct, are eligible for registration with the SSSC	7
Practice Learning Qualification, Stage 1	Candidates who have completed Stage 1	7
Practice Learning Qualification (Social Services), Stage 2	Candidates who have completed Stage 2 and, subject to acceptable character and conduct, are eligible for registration with the SSSC	9
Practice Learning Qualification, Stage 2	Candidates who have completed Stage 2	9
Practice Learning Qualification (Social Services), Stage 3	Candidates who have completed Stage 3 and, subject to acceptable character and conduct, are eligible for registration with the SSSC	10
Practice Learning Qualification, Stage 3	Candidates who have completed Stage 3	10
Practice Learning Qualification (Social Services), Stage 4	Candidates who have completed Stage 4 and, subject to acceptable character and conduct, are eligible for registration with the SSSC	11
Practice Learning Qualification, Stage 4	Candidates who have completed Stage 4	11

Candidates who are, subject to acceptable character and conduct, eligible for registration with the SSSC can be awarded the designation of Practice Learning Qualification (Social Services). At each of the four SCQF levels the two differently named qualifications will carry the same number of academic credits and candidates will be required to meet the same assessment criteria. Only the qualification title will differ according to whether or not the candidate is eligible for registration with the SSSC. This differentiation in qualification title is necessary because the SSSC cannot approve qualifications awarded to candidates who are not potentially eligible for registration.

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2.2 Entry Requirements

Stage	SCQF Level	Entry Requirements	Detail
1	7	The candidate should be active within an environment where they are contributing to the learning of others. The candidate should demonstrate their ability to practice and communicate at SCQF Level 6. Evidence cited should be no older than 5 years.	This qualification will be open to service users, carers and volunteers as well as social services and related staff. Entry criteria are deliberately wide so as to allow a diverse range of candidates and to be as inclusive as possible. It is therefore not intended that all candidates at this level will have had the opportunity to gain a qualification at SCQF level 6. It is, however, important that providers ensure that candidates are prepared for and capable of undertaking the academic component at SCQF Level 7. Candidates should therefore be provided with the opportunity to demonstrate their ability and experience via evidence of their practice in a format agreed by the provider. Potential candidates should be given assistance to identify access routes by which they might achieve the entry requirements, for example through Adult Literacy programmes. Providers should note Guiding Principles (i) to (iv) in Section 1.3
2	9	A qualification at SCQF Level 8 (or equivalent) or above with a minimum of one years relevant experience in a social services or other relevant setting. Holders of SVQ Assessor and Verifier Awards with a minimum of 1 years experience of assessing and verifying at SVQ level 3 and above require to demonstrate that they can practice and communicate at SCQF Level 8. Evidence cited should be no older than 5 years.	It is important to note that this qualification jumps a level on the SCQF framework. Stage 1 is at SCQF level 7: Stage 2 is at SCQF level 9. Entry to Stage 2 is not therefore guaranteed by successful completion of Stage 1. Candidates for this level will consequently be required to provide evidence of their ability to practice and communicate at SCQF level 8 at the point of entry. This may be evidenced in a range of ways including the use of written tasks, personal statements, evidence of practice supported by employer, etc. There will be many people within the workplace with assessment skills who wish to gain credits and continue their learning in this manner. Holders of the SVQ Assessor and Verifier units will already be deemed

			to have met many of the skills requirements from levels 7 and 8 but will still be required to evidence their practice and communication ability at Level 8. Once again, this can be verified at point of entry in a variety of ways as noted above. In addition, all candidates for this level of qualification will be required to have had experience in a social services setting as they will be expected to assess/support learning within this context. Providers should note Guiding Principles (i) to (iv) in Section 1.3
3	10	Professional qualification at SCQF Level 9 (or equivalent) or above with a minimum of 2 years relevant experience in a social services or other relevant setting. Evidence cited should be no older than 5 years.	For candidates seeking entry to Stage 3, a qualification at SCQF level 9 or above will be considered essential along with evidence of experience at point of entry. This evidence may be provided in a variety of formats, eg personal statements, written tasks, etc. As with the Stage 2 qualification, candidates at Stage 3 will be required to have experience in a social services setting and at this level would be expected to evidence supporting of learning eg buddying, supervising, mentoring, training, teaching, etc. Providers should note Guiding Principles (i) to (iv) in Section 1.3
4	11	SCQF Level 10 (or equivalent) qualification with a minimum of 2 years experience contributing to the learning of others within a social services setting. Evidence cited should be no older than 5 years.	For candidates seeking entry to Stage 4, a qualification at SCQF level 10 or above will be considered essential along with evidence of experience at point of entry which may be provided in a variety of formats. Candidates at this level will be expected to demonstrate their experience particularly in relation to helping others learn within a social services setting which may include candidates from higher or further education settings. Providers should note Guiding Principles (i) to (iv) in Section 1.3

2.3 (1) Framework of Standards and Learning Outcomes (by Standard)

STANDARD 1	LEARNING OUTCOMES			
	Stage 1 **SCQF Level 7** **(20 credits)**	**Stage 2** **SCQF Level 9** **(40 credits)**	**Stage 3** **SCQF Level 10** **(60 credits)**	**Stage 4** **SCQF Level 11** **(60 credits)**
	Demonstrate effective relationship building skills sufficient to support learning as part of a wider inter-professional context for a range of learners in practice learning environments.			
Establish effective working relationships	Use a range of approaches and skills to: • Act as a role model for safe and effective practice	Use a selection of principle skills, techniques and practices to: • Develop effective working relationships based on mutual trust and respect • Show an understanding of factors that influence how learners integrate into practice settings • Provide ongoing and constructive support for those going through this process to facilitate transition from one learning environment to another	Use a wide range of routine skills and some advanced practices to: • Provide effective professional and inter-professional working relationships to support learning whilst maintaining professional boundaries • Be able to support learners moving into a level of practice beyond initial registration, identifying their individual needs in moving to a different level of practice • Support learners in exploring new ways of working and the impact this may have on established professional roles	Use a range of advanced and specialist skills and practices to: • Demonstrate effective relationships with others across settings based on mutual trust and respect • Negotiate, establish and develop appropriate supportive relationships with a wide range of learners across settings • Develop a wide range of inter and intra professional networks • Support learners across a range of settings and contexts

STANDARD 2	LEARNING OUTCOMES			
	Stage 1 SCQF Level 7 (20 credits)	Stage 2 SCQF Level 9 (40 credits)	Stage 3 SCQF Level 10 (60 credits)	Stage 4 SCQF Level 11 (60 credits)
Facilitate learning for a range of learners, encouraging learning opportunities and providing support to maximise individual potential and innovation.				
Facilitate Learning	Use a range of approaches and skills to: • Share their own knowledge and skills to enable others to learn in practice settings	Use a selection of principle skills, techniques and practices to: • Select appropriate learning opportunities to meet individual need based on knowledge of learner's stage of learning • Support the selection of appropriate learning strategies to integrate learning from practice and academic experiences • Work with learners in critically reflecting upon their learning experiences in order to enhance future learning	Use a wide range of routine skills and some advanced practices to: • Enable learners to relate theory to practice whilst developing critically reflective skills • Foster professional growth and personal development by use of effective communication, facilitation and supervision skills • Facilitate and develop the ethos of inter-professional learning and working • Select and apply approaches to learning that will assist learners to develop required knowledge, skills and values	Use a range of advanced and specialist skills and practices to: • Promote the development of enquiring, reflective, critical and innovative approaches to learning • Identify and implement a range of learning opportunities and strategies across a range of settings • Co-ordinate learning within an inter-professional learning and working environment • Act as a practice expert to support development of knowledge and skills for practice and education

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STANDARD 3	LEARNING OUTCOMES			
	Stage 1 **SCQF Level 7** **(20 credits)**	**Stage 2** **SCQF Level 9** **(40 credits)**	**Stage 3** **SCQF Level 10** **(60 credits)**	**Stage 4** **SCQF Level 11** **(60 credits)**
Contribute to the assessment process of learners, taking the SSSC and other relevant professional Codes of Practice into account and using appropriate assessment frameworks				
Assessment and Accountability	Use a range of approaches and skills to: • Provide feedback to others in learning situations and to those who are supporting them, so that learning is effectively assessed	Use a selection of principle skills, techniques and practices to: • Foster professional growth, personal development and accountability through supporting learners in practice • Contribute to the assessment of learners at the appropriate SCQF level • Contribute to the total assessment process as part of a teaching team through monitoring learners' practice	Use a wide range of routine skills and some advanced practices to: • Set effective professional boundaries whilst creating a dynamic constructive teacher-learner relationship • In partnership with other members of the teaching team, use knowledge and experience to design and implement assessment frameworks • Show an understanding of and ability to utilise a range of assessment strategies at different levels • Be accountable for decisions that learners have met required standards of SSSC and other relevant professional Codes of Practice within their respective courses	Use a range of advanced and specialist skills and practices to: • Set and maintain professional boundaries that are sufficiently flexible for effective inter-professional learning • In co-operation with others, develop assessment strategies and frameworks appropriate to the context • Be accountable for decisions about standards of practice learning across a range of settings

STANDARD 4	LEARNING OUTCOMES			
	Stage 1 SCQF Level 7 (20 credits)	Stage 2 SCQF Level 9 (40 credits)	Stage 3 SCQF Level 10 (60 credits)	Stage 4 SCQF Level 11 (60 credits)
	Contribute appropriately to the ongoing evaluation of learning in practice			
Evaluate Learning	Use a range of approaches and skills to: • Contribute information to enable others supporting learners to make judgements on the quality of the learning environment	Use a selection of principle skills, techniques and practices to: • Contribute to the evaluation of the learning and assessment experiences of learners, proposing aspects for change resulting from such evaluation • Participate in self and peer evaluation to facilitate personal development and contribute to the development of others	Use a wide range of routine skills and some advanced practices to: • Contribute to the design of evaluation strategies to determine effectiveness of practice experiences • Collaborate with other members of the teaching team to judge and develop learning, assessment and support appropriate to practice and levels of education • Collect evidence on the quality of education in practice and contribute to determining how well standards of proficiency are being achieved	Use a range of advanced and specialist skills and practices to: • Design and use criteria for evaluating the effectiveness of learning environments acting on findings with others to enhance quality across settings • Evaluate the effectiveness of assessment strategies in providing evidence to make judgements on achievement of standards • Participate in self and peer evaluation. Support this in others to enable learners to manage their own learning in practice to enhance personal professional development

STANDARD 5	LEARNING OUTCOMES			
	Stage 1 SCQF Level 7 (20 credits)	Stage 2 SCQF Level 9 (40 credits)	Stage 3 SCQF Level 10 (60 credits)	Stage 4 SCQF Level 11 (60 credits)
	To contribute to the creation of a learning environment that enables and supports learning for self and others and where practice is valued and developed			
Create an Environment for Learning	Use a range of approaches and skills to: • Demonstrate a commitment to CPD to enhance own and others knowledge and proficiency • Have an awareness of the power differences inherent within a learning situation	Use a selection of principle skills, techniques and practices to: • Identify both learning needs and experiences that are appropriate to their level of learning • Use a range of learning experiences involving service users and carers and others to meet defined learning needs • Identify aspects of the learning environment which could be enhanced, negotiating with others to make appropriate changes • Contribute to development of an environment in which effective practice is fostered, implemented, evaluated and disseminated • Have an understanding of anti-oppressive practice which acknowledges the power differences inherent within a learning situation	Use a wide range of routine skills and some advanced practices to: • Negotiate, plan and manage change to ensure learners access opportunities to learn and work within inter-professional settings • Initiate the creation of optimum learning environments for learners taking account of individual learner differences • Work closely with others involved in education in all settings to adapt to change and inform curriculum development • Work in an anti-oppressive way which acknowledges the power differences inherent within a learning situation, particularly within supervision	Use a range of advanced and specialist skills and practices to: • Work closely with others to audit learning environments using appropriate methodology • Explore and implement strategies for continuous quality improvement of learning environments • Ensure learning environments maintain the integrity of the learners professional role whilst responding to the inter-professional context of practice • Ensure that learning environments develop in an anti-oppressive way and which acknowledge the power differences inherent within learning situations

STANDARD 6	LEARNING OUTCOMES			
	Stage 1 SCQF Level 7 (20 credits)	Stage 2 SCQF Level 9 (40 credits)	Stage 3 SCQF Level 10 (60 credits)	Stage 4 SCQF Level 11 (60 credits)
	To support learning based on relevant legislation, policy and guidance			
Context of Practice	Use a range of approaches and skills to: • Support others in their learning about relevant legislation, policy and guidance	Use a selection of principle skills, techniques and practices to: • Act as a resource to facilitate personal and professional development of others • Set and maintain professional boundaries that are sufficiently flexible for providing services within an inter-professional context and recognise the wider legislative and policy issues	Use a wide range of routine skills and some advanced practices to: • Enable learners to act within their responsibility, accountability and authority of their professional role • Enable learners to develop critical awareness of the implications of legislation, policy and guidance • Model good practice in the application of legislation, policy and guidance	Use a range of advanced and specialist skills and practices to: • Support learners in their understanding of and ability to practice in an inter-professional context and within a range of organisational policies and procedures • Contribute effectively to processes of change and innovation, implementing new ways of working that maintain the integrity of professional roles • Negotiate ways of providing support to learners so that they can achieve their learning needs within the context of professional and inter-professional practice • Act as a role model to enable learners to learn professional responsibilities and how to be accountable for their own practice within national, legislative and policy contexts • Adapt to change, demonstrating to learners how flexibility may be incorporated whilst maintaining safe and effective practice

STANDARD 7	LEARNING OUTCOMES			
	Stage 1 SCQF Level 7 (20 credits)	Stage 2 SCQF Level 9 (40 credits)	Stage 3 SCQF Level 10 (60 credits)	Stage 4 SCQF Level 11 (60 credits)
To demonstrate current knowledge of effective practice in own work setting to support learners and contribute to the further development of the research and evidence-base for practice				
Evidence Based Practice	Use a range of approaches and skills to: • Apply research and inquiry in their work and the work of others	Use a selection of principle skills, techniques and practices to: • Identify and apply inquiry and evidence based practice within their own practice • Contribute to strategies to increase or review the evidence base used to support practice • Assist in supporting learners in applying an evidence base to their own practice	Use a wide range of routine skills and some advanced practices to: • Identify areas for research and practice development based on interpretation of existing evidence • Advance their own knowledge and practice in order to develop new practitioners to be able to meet changes in practice roles and delivery • Disseminate findings from research and practice development to enhance practice and the quality of learning experiences	Use a range of advanced and specialist skills and practices to: • Advance their own knowledge and practice abilities through access to and involvement in research and practice development • Consider and develop strategies for how evidence based practice involving service users and carers and others can enhance service delivery and learning opportunities • Work with others to create an environment where individuals, groups and organisations create an evidence base for practice

STANDARD 8	LEARNING OUTCOMES			
	Stage 1 SCQF Level 7 (20 credits)	Stage 2 SCQF Level 9 (40 credits)	Stage 3 SCQF Level 10 (60 credits)	Stage 4 SCQF Level 11 (60 credits)
Demonstrate appropriate leadership skills for supporting learners within practice settings				
Leadership	Use a range of approaches and skills to: • Use their leadership skills to help others learn	Use a selection of principle skills, techniques and practices to: • Support the planning of a series of learning experiences that will meet defined learning needs of learners • Support learners to access learning opportunities that meet individual needs, involving a range of other professionals, service users and carers • Provide feedback to those running educational programmes about the effectiveness of learning and assessment in practice	Use a wide range of routine skills and some advanced practices to: • Provide practice leadership and expertise in application of knowledge and skills based on evidence • Demonstrate the ability to lead within a practice setting • Manage competing demands of practice and education related to different levels of learners • Lead and contribute to evaluation of effectiveness of learning and assessment in practice	Use a range of advanced and specialist skills and practices to: • Demonstrate strategic vision for practice development • Initiate and lead practice development change within or across settings where appropriate • Lead, contribute to, analyse and act on the findings of evaluation of learning and assessment to develop practice • Identify and support leadership abilities across practice development settings

2.3 (2) Framework of Standards, Learning Outcomes, Knowledge and Skills (by Stage)

Stage 1 - SCQF Level 7 (20 credits)

	Standard	Knowledge	Skills	Learning Outcomes
		Candidates need a beginning understanding of:	*Candidates need basic skills to:*	*On successful completion, candidates must demonstrate competence to use a range of approaches and skills to:*
1.	***Establish effective working relationships*** **Demonstrate effective relationship building skills sufficient to support learning as part of a wider inter-professional context for a range of learners in practice learning environments**	Their own roles and responsibilities in relation to learning The context and setting within which they operate The wider inter-professional context within which they work	Reflect on and consider their own role in building effective relationships Communicate effectively with others Actively listen	• Act as a role model for safe and effective practice
2.	***Facilitate learning*** **Facilitate learning for a range of learners, encouraging learning opportunities and providing support to maximise individual potential and innovation**	How people learn The systems for supporting and assessing learners in organisations The learning opportunities available within their own setting	Be able to explain a range of approaches and ideas particular to their setting Use their own experience to help others learn	• Share their own knowledge and skills to enable others to learn in practice settings

	Standard	Knowledge	Skills	Learning Outcomes
		Candidates need a beginning understanding of:	*Candidates need basic skills to:*	*On successful completion, candidates must demonstrate competence to use a range of approaches and skills to:*
3.	**_Assessment and accountability_** **Contribute to the assessment process of learners, taking the SSSC and other relevant professional Codes of Practice into account and using appropriate assessment frameworks**	The SSSC Codes of Practice or other relevant professional Codes of Practice The assessment process	Give and receive constructive feedback Demonstrate adherence to the SSSC or other relevant professional Codes of Practice Demonstrate the ability to gather and present information	• Provide feedback to others in learning situations and to those who are supporting them, so that learning is effectively assessed
4.	**_Evaluate learning_** **Contribute appropriately to the ongoing evaluation of learning in practice**	How to communicate information effectively The evaluation process	Gather and collate information Seek and utilise feedback Give feedback timeously	• Contribute information to enable others supporting learners to make judgements on the quality of the learning environment
5.	**_Create an environment for learning_** **Contribute to the creation of a learning environment that enables and supports learning for self and others and where practice is valued and developed**	The CPD process How to access information advice, support and knowledge Factors involved in creating a supportive learning environment	Work effectively with others offering a range of support Evidence of own continuing professional development	• Demonstrate a commitment to CPD to enhance own and others knowledge and proficiency • Have an awareness of the power differences inherent within a learning situation

	Standard	Knowledge	Skills	Learning Outcomes
		Candidates need a beginning understanding of:	*Candidates need basic skills to:*	*On successful completion, candidates must demonstrate competence to use a range of approaches and skills to:*
6.	**Context of practice** **Support learning based on relevant legislation, policy and guidance**	An awareness of relevant legislation, policies and guidance	Demonstrate evidence that practice is within the appropriate policy and practice guidance	• Support others in their learning about relevant legislation, policy and guidance
7.	**Evidenced Based Practice** **Demonstrate current knowledge of effective practice in own work setting to support learners and contribute to the further development of the research and evidence-base for practice**	An awareness of how research and inquiry can inform practice An awareness of the inquiry processes and systems	Work together with others to share learning Build and develop work to help evidence their own CPD	• Apply research and inquiry in their work and the work of others
8.	**Leadership** **Demonstrate appropriate leadership skills for supporting learners within practice settings**	An awareness of how services are delivered within their own setting An awareness of support networks available to their own setting and individually Awareness of leadership styles and their effect on individuals and organisations	Communication skills Demonstrate effective and constructive feedback skills Demonstrate an understanding of own role and others	• Use their leadership skills to help others learn

Stage 2 - SCQF Level 9 (40 credits)

	Standard	Knowledge	Skills	Learning Outcomes
		Candidates need a broad and integrated knowledge of:	*Candidates need a range of skills to:*	*On successful completion, candidates must demonstrate competence to use a selection of principle skills, techniques and practices to:*
1.	**_Establish effective working relationships_** **Demonstrate effective relationship building skills sufficient to support learning as part of a wider inter-professional context for a range of learners in practice learning environments**	The factors associated with learners integrating into their practice setting Working effectively with difference and diversity in relation to learners	Communicate effectively with a range of individuals and groups orally and in written form to support learning Work effectively with a range of diverse individuals across settings and organisations to support learning	• Develop effective working relationships based on mutual trust and respect • Show an understanding of factors that influence how learners integrate into practice settings • Provide ongoing and constructive support for those going through this process to facilitate transition from one learning environment to another
2.	**_Facilitate learning_** **Facilitate learning for a range of learners, encouraging learning opportunities and providing support to maximise individual potential and innovation**	A range of learning strategies Reflective practice Supervisory processes	Utilise a range of learning strategies including supervision, to appropriately support learners in practice	• Select appropriate learning opportunities to meet individual need based on knowledge of learner's stage of learning • Support the selection of appropriate learning strategies to integrate learning from practice and academic experiences • Work with learners in critically reflecting upon their learning experiences in order to enhance future learning

	Standard	Knowledge *Candidates need a broad and integrated knowledge of:*	Skills *Candidates need a range of skills to:*	Learning Outcomes *On successful completion, candidates must demonstrate competence to use a selection of principle skills, techniques and practices to:*
3.	***Assessment and accountability*** **Contribute to the assessment process of learners, taking the SSSC and other relevant professional Codes of Practice into account and using appropriate assessment frameworks**	Different forms of assessment The values inherent within the SSSC Codes of Practice or other relevant professional Codes of Practice Their role within a wider learning context and environment Accountability and responsibility issues associated with different roles within social services	Recognise and interpret their role in assessment in relation to the wider learning context integrate appropriate values within their work with learners support learners, take appropriate responsibility and be accountable for their work	• Foster professional growth, personal development and accountability through supporting learners in practice • Contribute to the assessment of learners at the appropriate SCQF level • Contribute to the total assessment process as part of a teaching team through monitoring learners' practice
4.	***Evaluate learning*** **Contribute appropriately to the ongoing evaluation of learning in practice**	The role of evaluation within the wider learning context How to contribute to determining levels of competence against set standards	Contribute with others to the evaluation of learning in practice Contribute to determining levels of competence against set standards	• Contribute to the evaluation of the learning and assessment experiences of learners, proposing aspects for change resulting from such evaluation • Participate in self and peer evaluation to facilitate personal development and contribute to the development of others

	Standard	Knowledge	Skills	Learning Outcomes
		Candidates need a broad and integrated knowledge of:	*Candidates need a range of skills to:*	*On successful completion, candidates must demonstrate competence to use a selection of principle skills, techniques and practices to:*
5.	***Create an environment for learning*** **Contribute to the creation of a learning environment that enables and supports learning for self and others and where practice is valued and developed**	Methods of determining and interpreting own learning needs and the learning needs of others The importance of appropriate mechanisms to engage effectively with service users and carers in relation to learning Organisational structures and strategies to support learners within changing learning environments	To effectively engage with others, including service users and carers, to progress learning To regularly identify and enhance own learning skills and environment Contribute appropriately to teaching and learning in practice	• Identify both learning needs and experiences that are appropriate to their level of learning • Use a range of learning experiences involving service users and carers and others to meet defined learning needs • Identify aspects of the learning environment which could be enhanced, negotiating with others to make appropriate changes • Contribute to development of an environment in which effective practice is fostered, implemented, evaluated and disseminated • Have an understanding of anti-oppressive practice which acknowledges the power differences inherent within a learning situation
6.	***Context of practice*** **Support learning based on relevant legislation, policy and guidance**	Relevant current legislation, policy and guidance appropriate to their work setting Relevant current policies and procedures appropriate to their work setting	Support learning within a wider legislative and policy framework Contribute to ensuring learners practice safely and within current organisational policies and procedures	• Act as a resource to facilitate personal and professional development of others • Set and maintain professional boundaries that are sufficiently flexible for providing services within an inter-professional context and recognise the wider legislative and policy issues

	Standard	Knowledge	Skills	Learning Outcomes
		Candidates need a broad and integrated knowledge of:	*Candidates need a range of skills to:*	*On successful completion, candidates must demonstrate competence to use a selection of principle skills, techniques and practices to:*
7.	**_Evidenced Based Practice_** **Demonstrate current knowledge of effective practice in own work setting to support learners and contribute to the further development of the research and evidence-base for practice**	The meaning of evidence based practice and its relevance to learning What constitutes effective practice within their own setting and how this can be evidenced	Contribute to the provision of effective presentations Contribute to the support of learners in creating an evidence base for practice	• Identify and apply inquiry and evidence based practice within their own practice • Contribute to strategies to increase or review the evidence base used to support practice • Assist in supporting learners in applying an evidence base to their own practice
8.	**_Leadership_** **Demonstrate appropriate leadership skills for supporting learners within practice settings**	Organisational systems & networks necessary to support learners Own leadership style and how this impacts on others Own service and its context	Interpret knowledge of service area to meet service needs Introduce learners to relevant colleagues in own and other agencies Arrange appropriate learning programme for learners	• Support the planning of a series of learning experiences that will meet defined learning needs of learners • Support learners to access learning opportunities that meet individual needs, involving a range of other professionals, service users and carers • Provide feedback to those running educational programmes about the effectiveness of learning and assessment in practice

Stage 3 - SCQF Level 10 (60 credits)

		Standards	Knowledge	Skills	Learning Outcomes
			Candidates need a critical understanding of:	*Candidates need a range of specialist skills to:*	*On successful completion, candidates must demonstrate competence to use a wide range of routine skills and some advanced practices to:*
1.		**_Establish effective working relationships_** **Demonstrate effective relationship building skills sufficient to support learning as part of a wider inter-professional context for a range of learners in practice learning environments**	Power differentials associated with difference (diversity of learners) and avoidance of disadvantage	Communicate effectively with a range of individuals and groups orally and in written form to progress learning Recognise and work positively with difference and diversity	• Provide effective professional and inter-professional working relationships to support learning whilst maintaining professional boundaries • Be able to support learners moving into a level of practice beyond initial registration, identifying their individual needs in moving to a different level of practice • Support learners in exploring new ways of working and the impact this may have on established professional roles
2.		**Facilitate Learning** **Facilitate learning for a range of learners, encouraging learning opportunities and providing support to maximise individual potential and innovation**	Reflective practice Supervisory processes including working with individuals and groups The debates and issues associated with achieving effective inter-professional collaboration	Effectively impart their own knowledge and experience Utilise a range of supervision methods Effectively collaborate with colleagues from other disciplines	• Enable learners to relate theory to practice whilst developing critically reflective skills • Foster professional growth and personal development by use of effective communication, facilitation and supervision skills • Facilitate and develop the ethos of inter-professional learning and working • Select and apply approaches to learning that will assist learners to develop required knowledge, skills and values

		Standards	Knowledge	Skills	Learning Outcomes
			Candidates need a critical understanding of:	*Candidates need a range of specialist skills to:*	*On successful completion, candidates must demonstrate competence to use a wide range of routine skills and some advanced practices to:*
3.		**Assessment and accountability** **Contribute to the assessment process of learners, taking the SSSC and other relevant professional Codes of Practice into account and using appropriate assessment frameworks**	Different forms of assessment and the merits and demerits of these Personal and professional accountability in relation to their role Ability to discuss, debate and interpret SSSC Codes of practice, or other relevant professional Codes of Practice, with others	Assess a wide range of learners effectively to given standards Co-ordinate the collection of observation/feedback from others including service users and carers Make informed and evidence based judgements about the practice of others Interpret and share SSSC Codes of practice, or other relevant professional Codes of Practice	• Set effective professional boundaries whilst creating a dynamic constructive teacher-learner relationship • In partnership with other members of the teaching team, use knowledge and experience to design and implement assessment frameworks • Show an understanding of and ability to utilise a range of assessment strategies at different levels • Be accountable for decisions that learners have met required standards of SSSC or other relevant professional Codes of Practice within their respective courses
4.		**Evaluate learning** **Contribute appropriately to the ongoing evaluation of learning in practice**	Evaluation processes and frameworks How to determine levels of competence against set standards	Evaluate learning in practice	• Contribute to the design of evaluation strategies to determine effectiveness of practice experiences • Collaborate with other members of the teaching team to judge and develop learning, assessment and support appropriate to practice and levels of education • Collect evidence on the quality of education in practice and contribute to determining how well standards of proficiency are being achieved

	Standards	Knowledge	Skills	Learning Outcomes
		Candidates need a critical understanding of:	*Candidates need a range of specialist skills to:*	*On successful completion, candidates must demonstrate competence to use a wide range of routine skills and some advanced practices to:*
5.	***Create an environment for learning*** **Contribute to the creation of a learning environment that enables and supports learning for self and others and where practice is valued and developed**	Learning organisations Organisational structures Curriculum development and teaching methods Process of change and their role as a change agent QA Frameworks Theories of adult learning (models and methods)	Work with others to set and adhere to role boundaries Access and manage a range of learning opportunities and needs Recognise the appropriateness of and select teaching materials to support learning (including e-learning) Apply appropriate teaching and learning methodologies	• Negotiate, plan and manage change to ensure learners access opportunities to learn and work within inter-professional settings • Initiate the creation of optimum learning environments for learners taking account of individual learner differences • Work closely with others involved in education in all settings to adapt to change and inform curriculum development • Work in an anti-oppressive way which acknowledges the power differences inherent within a learning situation, particularly in supervision
6.	***Context of practice*** **Support learning based on relevant legislation, policy and guidance**	Current legislation, policy and guidance Organisational policies and procedures	Interpret and apply current legislation, policy and guidance to their work Integrate organisational policies and procedures into practice	• Enable learners to act within their responsibility, accountability and authority of their professional role • Enable learners to develop critical awareness of the implications of legislation, policy and guidance • Model good practice in the application of legislation, policy and guidance

	Standards	Knowledge	Skills	Learning Outcomes
		Candidates need a critical understanding of:	*Candidates need a range of specialist skills to:*	*On successful completion, candidates must demonstrate competence to use a wide range of routine skills and some advanced practices to:*
7.	**_Evidenced Based Practice_** **Demonstrate current knowledge of effective practice in own work setting to support learners and contribute to the further development of the research and evidence-base for practice**	The meaning of evidence based practice Interpreting and analysing research methods and findings Current research and evidence in relation to learning and development	Give effective presentations Interpret and represent research	• Identify areas for research and practice development based on interpretation of existing evidence • Advance their own knowledge and practice in order to develop new practitioners to be able to meet changes in practice roles and delivery • Disseminate findings from research and practice development to enhance practice and the quality of learning experiences
8.	**_Leadership_** **Demonstrate appropriate leadership skills for supporting learners within practice settings**	Organisational systems & networks necessary to support learners Own leadership style and how this impacts on others Own service and its context Models of leadership Personal effectiveness Negotiation and conflict resolution Assessment of learners' needs in context of own service delivery area	Arrange a comprehensive learning programme for learners with different learning needs Model professional leadership Influence others	• Provide practice leadership and expertise in application of knowledge and skills based on evidence • Demonstrate the ability to lead within a practice setting • Manage competing demands of practice and education related to different levels of learners • Lead and contribute to evaluation of effectiveness of learning and assessment in practice

Stage 4 - SCQF Level 11 (60 credits)

	Standards	Knowledge	Skills	Learning Outcomes
		Candidates need an extensive, detailed and critical knowledge and understanding of:	*Candidates need a significant range of techniques and skills to:*	*On successful completion, candidates must demonstrate competence to use a range of advanced and specialist skills and practices to:*
1.	*__Establish effective working relationships__* **Demonstrate effective relationship building skills sufficient to support learning as part of a wider inter-professional context for a range of learners in practice learning environments**	Power differentials associated with inter-professional learning Mechanisms and strategies to support learning at a strategic level	Communicate effectively within and across organisational boundaries Appropriately intervene in, engage with and develop learning processes across organisations	• demonstrate effective relationships with others across settings based on mutual trust and respect • negotiate, establish and develop appropriate supportive relationships with a wide range of learners across settings • develop a wide range of inter and intra professional networks • support learners across a range of settings and contexts
2.	*__Facilitate learning__* **Facilitate learning for a range of learners, encouraging learning opportunities and providing support to maximise individual potential and innovation**	A range of innovative approaches to learning How to identify, negotiate, plan and evaluate learning in practice at a strategic level across a range of service settings.	Facilitate and co-ordinate learning opportunities Facilitate integration of learning from practice and academic settings	• promote the development of enquiring, reflective, critical and innovative approaches to learning • identify and implement a range of learning opportunities and strategies across a range of settings • coordinate learning within an inter-professional learning and working environment • act as a practice expert to support development of knowledge and skills for practice and education

	Standards	Knowledge	Skills	Learning Outcomes
		Candidates need an extensive, detailed and critical knowledge and understanding of:	*Candidates need a significant range of techniques and skills to:*	*On successful completion, candidates must demonstrate competence to use a range of advanced and specialist skills and practices to:*
3.	**_Assessment and accountability_** **Contribute to the assessment process of learners, taking the SSSC and other relevant professional Codes of Practice into account and using appropriate assessment frameworks**	The impact different assessment methods can have on required outcomes How to integrate the values within the SSSC or other relevant professional Codes of Practice with learners in practice. Personal and professional accountability and responsibility in relation to their role	Interpret, and assess criteria against required standards Systematically plan and deliver appropriate evidence collection and assessment of learners Provide empathetic and clear guidance, suggestion and advice about changes in the arena of learning in practice	• Set and maintain professional boundaries that are sufficiently flexible for inter-professional learning • In co-operation with others, develop assessment strategies and frameworks appropriate to the context • Be accountable for decisions about standards of practice learning across a range of settings
4.	**_Evaluate learning_** **Contribute appropriately to the ongoing evaluation of learning in practice**	Evaluation processes and frameworks at a strategic level	Work collaboratively to evaluate own and others' learning within and across organisations Share and disseminate evaluative findings appropriately	• Design and use criteria for evaluating the effectiveness of learning environments acting on findings with others to enhance quality across settings • Evaluate the effectiveness of assessment strategies in providing evidence to make judgements on achievement of standards • Participate in self and peer evaluation. Support this in others to enable learners to manage their own learning in practice to enhance personal and professional development

	Standards	Knowledge	Skills	Learning Outcomes
		Candidates need an extensive, detailed and critical knowledge and understanding of:	*Candidates need a significant range of techniques and skills to:*	*On successful completion, candidates must demonstrate competence to use a range of advanced and specialist skills and practices to:*
5.	***Create an environment for learning*** **Contribute to the creation of a learning environment that enables and supports learning for self and others and where practice is valued and developed**	Organisational structures and systems that work for and against the development of learning Adult learning theories and educational methods including audit tools in relation to the continuous improvement of the learning environment Curriculum development and its merits and demerits to support learning	Work effectively from a strong value base (as set out in the SSSC Codes of Practice or other relevant professional Codes of Practice) to contribute to embedding learning within and across organisations Work effectively with others to establish appropriate professional roles and boundaries to support learning within a inter-disciplinary context	• Work closely with others to audit learning environments using appropriate methodology • Explore and implement strategies for continuous quality improvement of learning environments • Ensure learning environments maintain integrity of the learners professional role whilst responding to the inter-professional context of practice • Ensure that learning environments develop in an anti-oppressive way and acknowledge the power differences inherent within learning situations
6.	***Context of practice*** **Support learning based on relevant legislation, policy and guidance**	Current legislation and national policy and guidance The effects organisational policies and procedures can have on learning Opportunities and constraints associated with changing environments and their role as a change agent within this	Through use of self and others, successfully support a wide range of individuals and groups to adapt to and embrace change Support individuals and groups within and across organisations to work collaboratively within current legislation, national policy and guidance and organisational policies and procedures	• Support learners in their understanding of and ability to practice in an inter-professional context and within a range of organisational policies and procedures • Contribute effectively to processes of change and innovation, implementing new ways of working that maintain the integrity of professional roles • Negotiate ways of providing support to learners so that they can achieve their learning needs within the context of professional and inter-professional practice • Act as a role model to enable learners to learn professional responsibilities and how to be

	Standards	Knowledge	Skills	Learning Outcomes
		Candidates need an extensive, detailed and critical knowledge and understanding of:	*Candidates need a significant range of techniques and skills to:*	*On successful completion, candidates must demonstrate competence to use a range of advanced and specialist skills and practices to:*
				accountable for their own practice within national, legislative and policy contexts • Adapt to change, demonstrate to learners how flexibility can be incorporated whilst maintaining safe and effective practice
7.	*__Evidenced Based Practice__* **Demonstrate current knowledge of effective practice in own work setting to support learners and contribute to the further development of the research and evidence-base for practice**	The meaning of evidence based practice Research and enquiry methods Ethical issues related to research	Impart knowledge and understanding of evidence based practice to others in a meaningful way and support the development of research across organisations Undertake and appropriately share research findings with others Work with others to involve service users and carers in supporting and extending the evidence base within social services	• Advance their own knowledge and practice abilities through access to and involvement in research and practice development • Consider and develop strategies for how evidence based practice involving service users and carers and other can enhance service delivery and learning opportunities • Work with others to create an environment where individuals, groups and organisations create an evidence base for practice

	Standards	Knowledge	Skills	Learning Outcomes
		Candidates need an extensive, detailed and critical knowledge and understanding of:	*Candidates need a significant range of techniques and skills to:*	*On successful completion, candidates must demonstrate competence to use a range of advanced and specialist skills and practices to:*
8.	**Leadership** **Demonstrate appropriate leadership skills for supporting learners within practice settings**	Theories of leadership Strategic management of learning and development Links between individual and organisational development Personal and organisational change Emerging developmental trends in own field	Collect and analyse data Link practice and management development to organisational learning strategy Identify trends and patterns in practice and management Work with others in developing organisational learning and development strategies Operationalise strategic development plans to meet organisational objectives	• Demonstrate strategic vision for practice development • Initiate and lead practice development change within settings where appropriate • Lead, contribute to, analyse and act on the findings of evaluation of learning and assessment to develop practice • Identify and support leadership abilities across practice development settings

2.4   Stage 1

QUALIFICATION SPECIFICATION

Objective: To equip individuals with the necessary skills, knowledge and understanding required in the support and guidance of the learning of others in a practice context.

Candidate Profile: People active in social service and related settings involved in:

- Preparing learners new to practice setting
- Providing support and guidance
- Shadowing by learners
- Sharing knowledge, skills and values in relation to service delivery
- Sharing understanding of the service user perspective
- Sharing reflective practice
- Contributing to formative assessment / giving feedback
- Contributing opinion to decisions about readiness to practice
- Helping learners understand Codes of Practice

For example service users and carers, home carers, support workers, day care officers, residential care workers, community service organisers, early years workers.

Entry Requirement: This qualification will be open to service users, carers and volunteers as well as staff. The candidate should be active within an environment where they are contributing to the learning of others. The candidate should demonstrate their ability to practice and communicate at SCQF Level 6. Evidence cited should be no older than 5 years.

Qualification Requirement: Achievement of Stage 1 Learning Outcomes with 20 credits at SCQF Level 7.

Exemplar Module Descriptors are provided.

Qualification Title: Practice Learning Qualification (Social Services), Stage 1
Practice Learning Qualification, Stage 1 [1]

(1) Awarded to candidates not eligible for registration with the SSSC

Exemplar Module Descriptor
Stage 1 - Module 1

Title	Learners, Learning and the Learning Environment					
Credit rating	Level	SCQF 7	Volume	10 credits	**Notional Student Effort**	100 Hours

Module Aims	Intended Learning Outcomes
Contribute to the creation of a learning environment that enables and supports learning for self and others and where practice is valued and developed	• Demonstrate a commitment to CPD to enhance own knowledge and proficiency • Have an awareness of the power differences inherent within a learning situation
Support learning based on relevant legislation, policy and guidance	• Support others in their learning about relevant legislation, policy and guidance
Demonstrate effective relationship building skills sufficient to support learning as part of a wider inter-professional context for a range of learners in practice learning environments	• Act as a role model for safe and effective practice
Facilitate learning for a range of learners, encouraging learning opportunities and providing support to maximise individual potential and innovation	• Share their own knowledge and skills to enable others to learn in practice settings

Indicative content	• The CPD process • How to access information advice, support and knowledge • Factors involved in creating a supportive learning environment • Awareness of relevant legislation, policies and guidance • Their own roles and responsibilities in relation to learning • The context and setting within which they operate • The wider inter-professional context within which they work • How people learn • The systems for supporting and assessing learners in organisations • The learning opportunities available within their own setting
Assessment	By portfolio containing range of sources of evidence
Pre-requisites/ entry requirements	• This qualification will be open to service users, carers and volunteers as well as staff • The candidate should be active within an environment where they are contributing to the learning of others • The candidate should demonstrate their ability to practice and communicate at SCQF Level 6 • Evidence cited should be no older than 5 years

Exemplar Module Descriptor
Stage 1 - Module 2

Title	Evidencing, Evaluating and Assessing Learning					
Credit rating	Level	SCQF 7	Volume	10 credits	**Notional Student Effort**	100 Hours

Module Aims	Intended Learning Outcomes
Demonstrate current knowledge of effective practice in own work setting to support learners and contribute to the further development of the research and evidence-base for practice	• Apply research and inquiry in their work and the work of others
Contribute appropriately to the ongoing evaluation of learning in practice	• Contribute information to enable others supporting learners to make judgements on the quality of the learning environment
Contribute to the assessment process of learners, taking the SSSC Codes of Practice and other relevant professional Codes of Practice into account and using appropriate assessment frameworks	• Provide feedback to others in learning situations and to those who are supporting them, so that learning is effectively assessed
Demonstrate appropriate leadership skills for supporting learners within practice settings	• Use their leadership skills to help others learn

Indicative content	• Awareness of how research and inquiry can inform practice • Awareness of the inquiry processes and systems • How to communicate information effectively • The SSSC Codes of Practice or other relevant professional Codes of Practice • The evaluation process • The assessment process • Awareness of how services are delivered within their own setting • Awareness of support networks available to their own setting and individually • Awareness of leadership styles and their effect on individuals and organisations
Assessment	By portfolio containing range of sources of evidence
Pre-requisites/ entry requirements	• Satisfactory completion of PLQ or PLQ(SS) 'Learners, Learning and the Learning Environment' Module at SCQF Level 7 (Stage 1)

2.5 STAGE 2

QUALIFICATION SPECIFICATION

Objective: To equip individuals with the skills, knowledge and understanding required to provide practice learning opportunities for others and to give appropriate support, feedback and assessment.

Candidate Profile: People active in social service and related settings involved in:

- Working closely with individuals or groups of learners
- Supervising learners in the workplace
- Sharing knowledge, skills and values in relation to service delivery
- Helping learners integrate knowledge and practice
- Observing learners' practice
- Giving feedback
- Helping learners develop reflective practice
- Helping learners understand the service user perspective
- Contributing to formative and summative assessment
- Helping learners reflect on Recognition of Prior Learning
- Helping learners develop Personal Learning Plans for CPD
- Mentoring newly qualified staff

For example, staff acting as "link supervisors" for part or all of a learner's Practice Learning Opportunity such as home care organisers, senior residential care officers, senior day care officers, social workers and related professionals. This could include those gaining experience towards becoming practice teachers at Stage 3.

Entry Requirement: A qualification at SCQF Level 8 (or equivalent) or above with a minimum of one years relevant experience in a social services or other relevant setting.
Holders of SVQ Assessor and Verifier Awards with a minimum of one years experience of assessing and verifying at SVQ level 3 and above require to demonstrate that they can practice and communicate at SCQF Level 8.
Evidence cited should be no older than 5 years.

Qualification Requirement: Achievement of Stage 2 Learning Outcomes with 40 credits at SCQF Level 9.

Exemplar Module Descriptors are provided.

Qualification Title: Practice Learning Qualification (Social Services), Stage 2
Practice Learning Qualification, Stage 2 [1]

[1] Awarded to candidates not eligible for registration with the SSSC

Exemplar Module Descriptor
Stage 2 - Module 1

Title	Learners, Learning and the Learning Environment					
Credit rating	**Level**	SCQF 9	**Volume**	20 credits	**Notional Student Effort**	200 Hours

Module Aims	Intended Learning Outcomes
Contribute to the creation of a learning environment that enables and supports learning for self and others and where practice is valued and developed	- Identify both learning needs and experiences that are appropriate to their level of learning - Use a range of learning experiences involving service users and carers and others to meet defined learning needs - Identify aspects of the learning environment which could be enhanced, negotiating with others to make appropriate changes - Contribute to development of an environment in which effective practice is fostered, implemented, evaluated and disseminated - Have an understanding of anti-oppressive practice which acknowledges the power differences inherent within a learning situation
Support learning based on relevant legislation, policy and guidance	- Act as a resource to facilitate personal and professional development of others - Set and maintain professional boundaries that are sufficiently flexible for providing services within an inter-professional context and recognise the wider legislative and policy issues
Demonstrate effective relationship building skills sufficient to support learning as part of a wider inter-professional context for a range of learners in practice learning environments	- Develop effective working relationships based on mutual trust and respect - Show an understanding of factors that influence how learners integrate into practice settings - Provide ongoing and constructive support for those going through this process to facilitate transition from one learning environment to another
Facilitate learning for a range of learners, encouraging learning opportunities and providing support to maximise individual potential and innovation	- Select appropriate learning opportunities to meet individual need based on knowledge of learner's stage of learning - Support the selection of appropriate learning strategies to integrate learning from practice and academic experiences - Work with learners in critically reflecting upon their learning experiences in order to enhance future learning

Indicative content	• Methods of determining and interpreting own learning needs and the learning needs of others • The importance of appropriate mechanisms to engage effectively with service users and carers in relation to learning • Organisational structures and strategies to support learners within changing learning environments • Relevant current legislation, policy and guidance appropriate to their work setting • Relevant current policies and procedures appropriate to their work setting • The factors associated with learners integrating into their practice setting • Working effectively with difference and diversity in relation to learners • A range of learning strategies • Reflective practice • Supervisory processes
Assessment	By portfolio containing range of sources of evidence
Pre-requisites/ entry requirements	• A qualification at SCQF Level 8 (or equivalent) or above with a minimum of one years relevant experience in a social services setting. • Holders of SVQ Assessor and Verifier Awards with a minimum of one years experience of assessing and verifying at SVQ level 3 and above require to demonstrate that they can practice and communicate at SCQF Level 8. • Evidence cited should be no older than 5 years

Exemplar Module Descriptor
Stage 2 - Module 2

Title	Evidencing, Evaluating and Assessing Learning				
Credit rating	**Level**	SCQF 9	**Volume**	20 credits	**Notional Student Effort**	200 Hours

Module Aims	Intended Learning Outcomes
Demonstrate current knowledge of effective practice in own work setting to support learners and contribute to the further development of the research and evidence-base for practice	• Identify and apply inquiry and evidence based practice within their own practice • Contribute to strategies to increase or review the evidence base used to support practice • Assist in supporting learners in applying an evidence base to their own practice
Contribute appropriately to the ongoing evaluation of learning in practice	• Contribute to the evaluation of the learning and assessment experiences of learners, proposing aspects for change resulting from such evaluation • Participate in self and peer evaluation to facilitate personal development and contribute to the development of others
Contribute to the assessment process of learners, taking the SSSC Codes of Practice and other relevant professional Codes of Practice into account and using appropriate assessment frameworks	• Foster professional growth, personal development and accountability through supporting learners in practice • Contribute to the assessment of learners at the appropriate SCQF level • Contribute to the total assessment process as part of a teaching team through monitoring learners' practice
Demonstrate appropriate leadership skills for supporting learners within practice settings	• Support the planning of a series of learning experiences that will meet defined learning needs of learners • Support learners to access learning opportunities that meet individual needs, involving a range of other professionals, service users and carers • Provide feedback to those running educational programmes about the effectiveness of learning and assessment in practice
Indicative content	• The meaning of evidence based practice and its relevance to learning • What constitutes effective practice within their own setting and how this can be evidenced • The role of evaluation within the wider learning context • How to contribute to determining levels of competence against set standards • Different forms of assessment • The values inherent within the SSSC Codes of Practice or other relevant professional Codes of Practice • Their role within a wider learning context and environment • Accountability and responsibility issues associated with different roles within social services • Organisational systems & networks necessary to support learners • Own leadership style and how this impacts on others • Own service and its context

Assessment	By portfolio containing range of sources of evidence
Pre-requisites/ entry requirements	• Satisfactory completion of PLQ or PLQ(SS) '*Learners*, *Learning and the Learning Environment'* Module at SCQF Level 9 (Stage 2)

2.6 STAGE 3

QUALIFICATION SPECIFICATION

Objective: To equip individuals with the skills, knowledge and understanding to develop and evaluate learning opportunities and be responsible for formal assessment across a wide range of settings.

Candidate Profile: People active in social service and related settings responsible for:

- Identifying Practice Learning Opportunities
- Designing and managing learners' practice learning experience
- Working with a range of other contributors to the practice learning experience
- Using an innovative range of models of supervision, for example group supervision
- Teaching knowledge, skills and values relevant to practice
- Formative and summative assessment
- Making a recommendation of competence in accordance with SiSWE
- Quality assurance of practice learning provision
- Mentoring learners on training and development programmes
- Designing learning programmes
- Involvement in RPL registration

For example, staff who are acting as or wish to become practice teachers, including other professionals (occupational therapists, nursing staff) who otherwise meet the competence criteria for practice teaching social work students, as well as managers of residential and day care units supporting the learning of their own staff and/or providing Practice Learning Opportunities for social work students.

Entry Requirement: Professional qualification at SCQF Level 9 (or equivalent) or above with a minimum of 2 years relevant experience in a social services or other relevant setting.
Evidence cited should be no older than 5 years.

Qualification Requirement: Achievement of Stage 3 Learning Outcomes with 60 credits at SCQF Level 10.

Exemplar Module Descriptors are provided.

Qualification Title: Practice Learning Qualification (Social Services), Stage 3
Practice Learning Qualification, Stage 3 [1]

(1) Awarded to candidates not eligible for registration with the SSSC

Exemplar Module Descriptor
Stage 3 - Module 1

Title	Learners, Learning and the Learning Environment				
Credit rating	**Level**	SCQF 10	**Volume**	30 credits	**Notional Student Effort**	300 Hours

Module Aims	Intended Learning Outcomes
Contribute to the creation of a learning environment that enables and supports learning for self and others and where practice is valued and developed	• Negotiate, plan and manage change to ensure learners access opportunities to learn and work within inter-professional settings • Initiate the creation of optimum learning environments for learners taking account of individual learner differences • Work closely with others involved in education in all settings to adapt to change and inform curriculum development • Work in an anti-oppressive way which acknowledges the power differences inherent within a learning situation, particularly within supervision
Support learning based on relevant legislation, policy and guidance	• Enable learners to act within their responsibility, accountability and authority of their professional role • Enable learners to develop critical awareness of the implications of legislation, policy and guidance • Model good practice in the application of legislation, policy and guidance
Demonstrate effective relationship building skills sufficient to support learning as part of a wider inter-professional context for a range of learners in practice learning environments	• Provide effective professional and inter-professional working relationships to support learning whilst maintaining professional boundaries • Be able to support learners moving into a level of practice beyond initial registration, identifying their individual needs in moving to a different level of practice • Support learners in exploring new ways of working and the impact this may have on established professional roles
Facilitate learning for a range of learners, encouraging learning opportunities and providing support to maximise individual potential and innovation	• Enable learners to relate theory to practice whilst developing critically reflective skills • Foster professional growth and personal development by use of effective communication, facilitation and supervision skills • Facilitate and develop the ethos of inter-professional learning and working • Select and apply approaches to learning that will assist learners to develop required knowledge, skills and values

Indicative content	• Learning organisations • Organisational structures • Curriculum development and teaching methods • Process of change and their role as a change agent • QA Frameworks • Theories of adult learning (models and methods) • Current legislation and national policy and guidance • Organisational policies and procedures • Power differentials associated with difference (diversity of learners) and avoidance of disadvantage • Reflective practice • Supervisory processes including working with individuals and groups • The debates and issues associated with achieving effective inter-professional collaboration
Assessment	By portfolio containing a range of sources of evidence
Pre-requisites/ entry requirements	• Professional qualification at SCQF Level 9 (or equivalent) or above with a minimum of 2 years relevant experience in a social services or other relevant setting • Evidence cited should be no older than 5 years.

Exemplar Module Descriptor
Stage 3 - Module 2

Title	Evidencing, Evaluating and Assessing Learning				
Credit rating	**Level**	SCQF 10	**Volume**	30 credits	**Notional Student Effort**	300 Hours

Module Aims	Intended Learning Outcomes
Demonstrate current knowledge of effective practice in own work setting to support learners and contribute to the further development of the research and evidence-base for practice	• Identify areas for research and practice development based on interpretation of existing evidence • Advance their own knowledge and practice in order to develop new practitioners to be able to meet changes in practice roles and delivery • Disseminate findings from research and practice development to enhance practice and the quality of learning experiences
Contribute appropriately to the ongoing evaluation of learning in practice	• Contribute to the design of evaluation strategies to determine effectiveness of practice experiences • Collaborate with other members of the teaching team to judge and develop learning, assessment and support appropriate to practice and levels of education • Collect evidence on the quality of education in practice and contribute to determining how well standards of proficiency are being achieved
Contribute to the assessment process of learners, taking the SSSC Codes of Practice and other relevant professional Codes of Practice into account and using appropriate assessment frameworks	• Set effective professional boundaries whilst creating a dynamic constructive teacher-learner relationship • In partnership with other members of the teaching team, use knowledge and experience to design and implement assessment frameworks • Show an understanding of and ability to utilise a range of assessment strategies at different levels • Be accountable for decisions that learners have met required standards of SSSC or other relevant professional Codes of Practice within their respective courses
Demonstrate appropriate leadership skills for supporting learners within practice settings	• Provide practice leadership and expertise in application of knowledge and skills based on evidence • Demonstrate the ability to lead within a practice setting • Manage competing demands of practice and education related to different levels of learners • Lead and contribute to evaluation of effectiveness of learning and assessment in practice

Indicative content	• The meaning of evidence based practice • Interpreting and analysing research methods and findings • Current research and evidence in relation to learning and development • Evaluation processes and frameworks • How to determine levels of competence against set standards • Different forms of assessment and the merits and demerits of these • Personal and professional accountability in relation to their role • Ability to discuss, debate and interpret SSSC or other relevant professional Codes of practice with others • Organisational systems & networks necessary to support learners • Own leadership style and how this impacts on others • Own service and its context • Models of leadership • Personal effectiveness • Negotiation and conflict resolution • Assessment of learners' needs in context of own service delivery area
Assessment	By portfolio containing a range of sources of evidence
Pre-requisites/ entry requirements	• Satisfactory completion of PLQ or PLQ(SS) '*Learners, Learning and the Learning Environment'* Module at SCQF Level 10 (Stage 3)

2.7 STAGE 4

QUALIFICATION SPECIFICATION

Objective: Through a strategic approach, to equip individuals with the skills, knowledge and understanding to facilitate and manage the learning and development of others.

Candidate Profile: People active in social service and related settings who:

- Have a strategic role in learning and development
- Co-ordinate, support and manage practice learning opportunities
- Are responsible for organising practice learning provision
- Have a significant role in the advancement of theory and knowledge, for example through research and enquiry
- Assess practice of qualified staff undertaking specialist awards under the SSSC Strategy for Continuing Professional Development
- Provide mentoring for learners at post qualifying level

For example staff working towards a Masters Degree, for example in Professional Development, experienced or full time practice teachers, staff development and training staff, agency co-ordinators of practice learning, and academic staff with a particular interest in practice learning.

Entry Requirement: SCQF Level 10 (or equivalent) qualification with a minimum of 2 years experience contributing to the learning of others within a social services setting
Evidence cited should be no older than 5 years.

Qualification Requirement: Achievement of Stage 4 Learning Outcomes with 60 credits at SCQF Level 11.

It is envisaged that the partnerships delivering the qualification will enable the use of modules existing within their university, focused and possibly adapted to meet the required Learning Outcomes. Candidates will thereby achieve credit towards existing Masters level programmes while obtaining the PLQ (SS) or PLQ qualification.

Providers should ensure that the modules taken by candidates enable them to meet the Learning Outcomes of the qualification, adequately cover issues of leadership and management and have a substantial research element.

Qualification Title: Practice Learning Qualification (Social Services), Stage 4
Practice Learning Qualification, Stage 4 [1]

[1] Awarded to candidates not eligible for registration with the SSSC

2.8 Qualifying Routes for Existing Practice Teachers

(1) Holders of the Practice Teaching Award (PTA) who are, subject to acceptable character and conduct, eligible for registration with the SSSC will be deemed for the purposes of these qualifications to have the equivalent of the PLQ(SS) Stage 3.

These people will therefore be able to take on the same roles as people who have been awarded the PLQ(SS) Stage 3.

If a person in this category has not been active as a practice teacher for more than 5 years, they should be encouraged to undertake the new qualification in order to refresh their knowledge in the context of the new Standards.

If a person in this category wishes to achieve a qualification within the new suite of qualifications, they should undertake the qualification, possibly making a credit claim towards appropriate Learning Outcomes.

(2) A person who is accredited by their agency as a practice teacher but who does not hold the PTA does not, for the purposes of these qualifications, have the equivalent of the PLQ(SS) Stage 3. They are therefore unable to take on the role of assessor within this qualifications framework.

People in this category should be encouraged to undertake the new qualification and, where appropriate, to make a substantial credit claim towards the Learning Outcomes of the qualification.

3. ASSESSMENT

3.1 Principles of Assessment

Assessment should be:

- Objective, fair and equitable
- Quality assured – internally and externally
- Written in Plain English, understandable and transparent
- Aligned and appropriate to the content of the programme and Learning Outcomes at the relevant SCQF level
- Proportionate but robust and demanding
- Timely and ongoing throughout the programme
- Incremental and developmental
- Redeemable (providing opportunity for a second chance)
- Efficient and manageable (ie cost, time and resources)

Assessment should:

- Model good assessment practice
- Incorporate the flexibility to adapt to different learning styles
- Include provision of a clear, accessible Recognition of Prior and Experiential Learning process

3.2 Candidate Assessment Process

3.2.1 Mentoring and Tutor Support

(1) General

On commencing each SCQF level of the programme, the candidate will be allocated a mentor from a list of mentors who have been approved by the awarding body/partnership as having met the criteria for mentors working at that SCQF level of the programme. The criteria for mentors are provided below.

Candidates are unable to commence the programme until mentoring arrangements are in place.

The list of approved mentors may include staff from outwith the candidate's employing organisation, from outwith the awarding body/partnership arrangements and from settings other than social work.

The awarding body/partnership is responsible for ensuring that it has an adequate list of approved mentors who meet the criteria for mentors outlined below.

Awarding bodies/partnerships are required to provide mentors with clear guidelines on the role of the mentor.

Awarding bodies/partnerships are required to provide evidence of their ongoing support to mentors through induction/regular briefings/provision of opportunities for them to meet together at least once a year.

A mentor may support more than one candidate at any time and may adopt individual, group or pair support methods.

It is possible, but not essential, that mentors will be candidates for the PLQ(SS). In these circumstances, they may use their work as mentors to contribute to their own portfolio of evidence.

The awarding body/partnership is responsible for establishing a mechanism by which mentors provide feedback on programme processes, at least annually, to the awarding body/partnership and for responding to that feedback.

The awarding body/partnership is responsible for ensuring that any learner who is being supported and/or assessed by a candidate for the PLQ(SS) has information about, and access to, organisational quality assurance mechanisms in relation to learning support.

(2) Role of Mentor

The role of the mentor is to:
- support the candidate throughout their work towards achieving the qualification
- help the candidate to navigate and understand the programme processes and expectations
- provide a forum for the candidate to discuss and reflect on new learning
- where group/combined mentoring is in use, to facilitate shared learning between candidates
- seek, reflect on and respond to feedback from candidates
- provide advice and support to the candidate in portfolio preparation

(3) Criteria for Mentors

Mentors should be recommended by an appropriate staff member of their agency/organisation, confirming that they:
(i)   have at least 2 years experience working in an appropriate related environment, and
(ii)   are competent at the level of practice at or above the level of the candidates they will mentor.

(4) Mentor employee development process

If a mentor chooses to complete a PLQ(SS) qualification themselves, he/she is able to progress to become a PLQ(SS) assessor at the level he/she has completed. For example:

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┌──────────────────────────────────────────────────────────────────┐
│                       Achieve PLQ(SS) Stage 1                      │
│                                 +                                  │
│              Mentor a minimum of 3 candidates studying Stage 1     │
│                                 +                                  │
│                 Receive positive feedback from candidates          │
│                                 +                                  │
│   Complete application to become an assessor, including reflection  │
│                    on feedback from candidates                      │
│                                 ↓                                  │
│    Awarding body/partnership determines eligibility to assess       │
│                         Stage 1 candidates                          │
│                                 ↓                                  │
│        Mentor enters pool of staff qualified to both mentor and     │
│                               assess                                │
└──────────────────────────────────────────────────────────────────┘
```
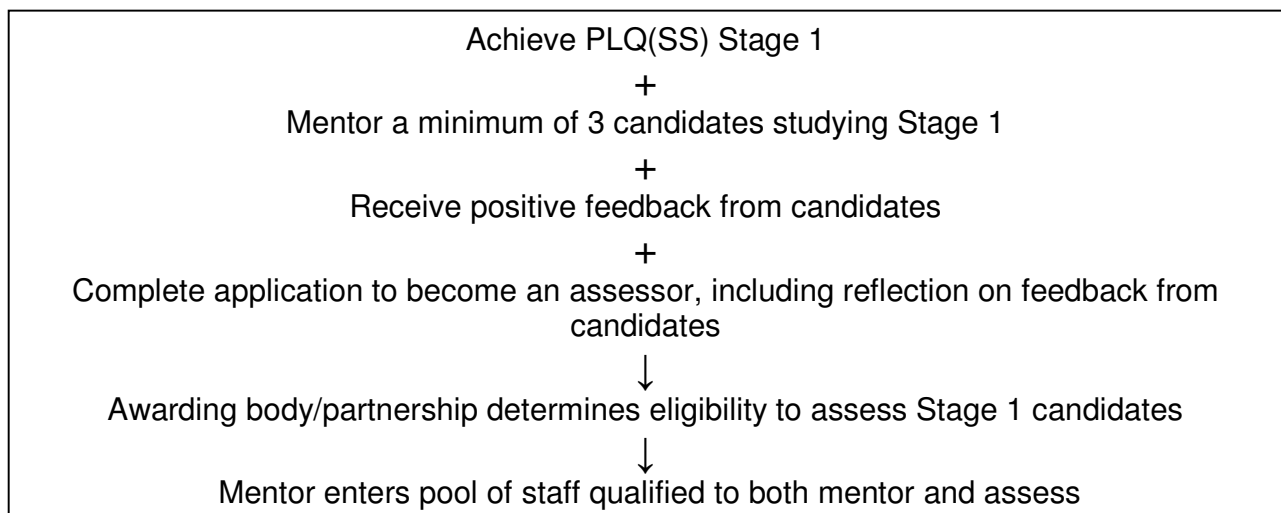
(5) Tutor Support

In addition to the mentor, candidates will receive support from an academic tutor. The role of the tutor is to provide guidance in relation to:
- credit claims
- evidencing Learning Outcomes
- linking underpinning knowledge to practice

3.2.2 Assessment

(1) General

Once a portfolio is submitted but before it is passed to the assessment team, the candidate's line manager (or suitable equivalent) will be asked to confirm whether or not the candidate's claim to have met the Learning Outcomes (part of the portfolio) is consistent with their usual practice. The line manager is required to consider only the candidate's claim.

Each portfolio of evidence, including the line manager's statement, will then be considered by a team of 2 assessors. The team will include an assessor from the awarding body and an approved assessor from the list held by the provider/Learning Network.

The assessment team will reach a joint decision on the candidate's work. Where there is a dispute, a third assessor will be asked to make a final decision.

The provider is responsible for ensuring that it has an adequate supply of assessors and for ensuring standardisation across assessment teams.

It is possible, but not essential, that assessors will be candidates for the PLQ(SS). In these circumstances, they will be able to use their work as assessors to contribute to their own portfolio of evidence.

Appeals by candidates against the decision of the awarding body/partnership will be dealt with according to the normal processes of the awarding body in accordance with the Rules and Requirements for Specialist Training for Social Workers in Scotland 2005.

(2) Role of Assessors

The role of assessors is to:
- assess the candidate's portfolio of evidence against required Learning Outcomes and reach a view as to whether the candidate has achieved or not yet achieved the Learning Outcomes for the module/qualification
- make a recommendation to the awarding body's Board of Examiners (through the provider's own structures and processes) that the candidate has either achieved or not yet achieved the Learning Outcomes necessary for the module/qualification
- where a candidate is deemed not to have achieved the Learning Outcome(s), to give clear feedback and guidance to the candidate on how to address the areas for development
- where a candidate is deemed to have achieved the Learning Outcomes, to inform the candidate that this recommendation has been made to the awarding body's Board of Examiners.

(3) Criteria for Assessors

To assess candidates studying Stage 1	• **PLQ(SS)/PLQ Stage 1 plus 3 candidates mentored plus 3 positive candidate feedbacks** **OR** • **PLQ(SS)/PLQ Stage 2 plus 3 candidates mentored plus 3 positive candidate feedbacks** **OR** ● **PLQ(SS)/PLQ Stage 3 or above** **OR** ●**Practice Teaching Award**
To assess candidates studying Stage 2 or below	•**PLQ(SS)/PLQ Stage 2 plus 3 candidates mentored plus 3 positive candidate feedbacks** **OR** ● **PLQ(SS)/PLQ Stage 3 or above** **OR** ●**Practice Teaching Award**

To assess candidates studying Stage 3 or below	● PLQ(SS) Stage 3 or above OR ●Practice Teaching Award
To assess candidates studying Stage 4 or below	• Individuals should be approved by the provider to assess at SCQF Level 11

(4) Board of Examiners

Where the Board of Examiners is considering candidates who are eligible for the PLQ(SS), the Board of Examiners must include a member who meets the requirements of the SSSC's Rules and Requirements for Specialist Training (2005) ie. a competent and qualified practitioner who is qualified to practice in the relevant area.

The Board should also include service user and carer representation.

3.2.3 Programme Development Group
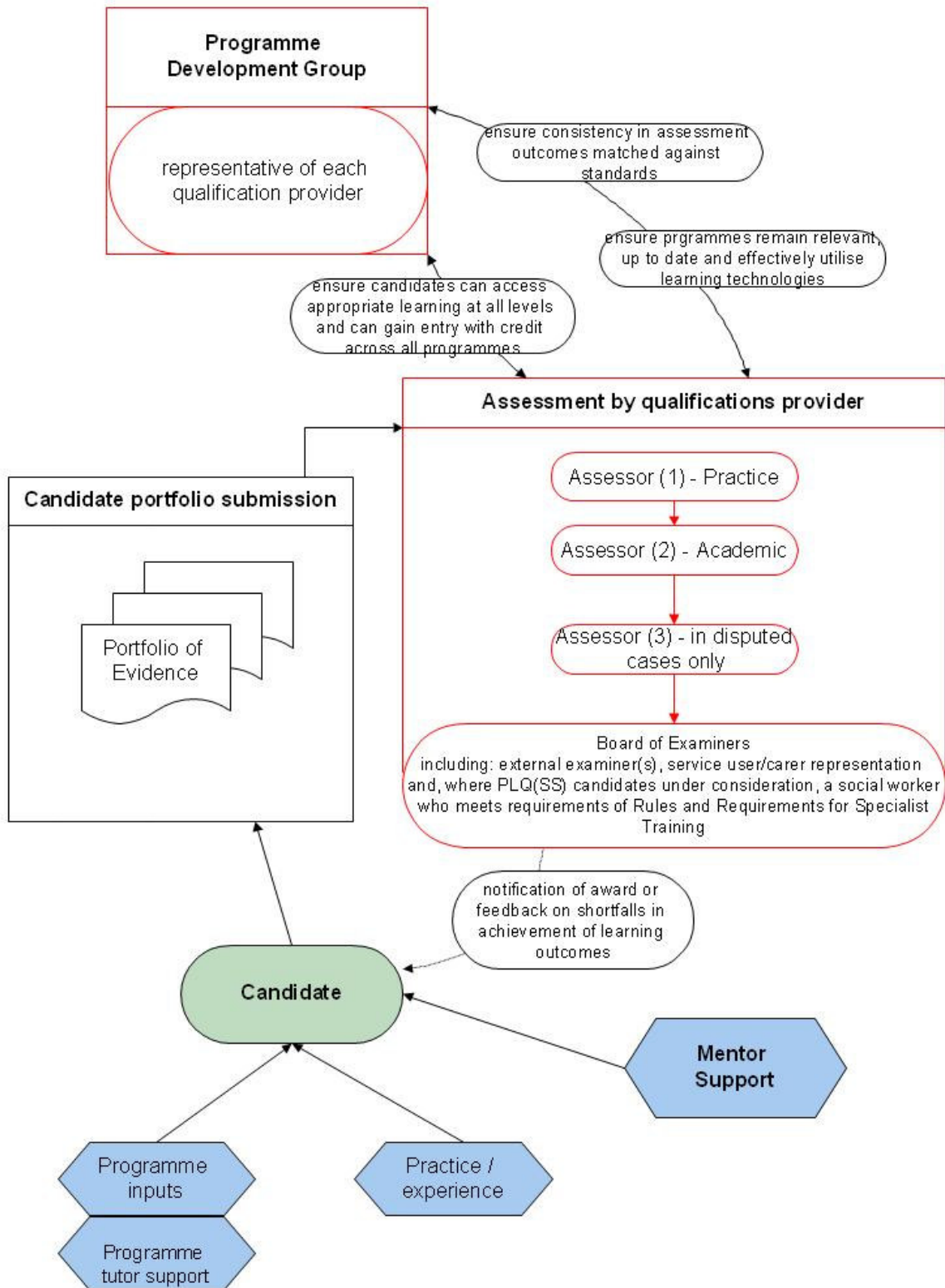
(1) General

The Programme Development Group (PDG) is a single national level group operating across all the qualification providers. The group consists of representatives from each of the awarding bodies/delivering partnerships.

(2) Role/locus of Programme Development Group

The role of the PDG is to ensure that as far as possible:

- mechanisms are in place to bring about consistency in assessment outcomes matched against standards
- all candidates can access appropriate learning at all levels wherever they are located
- candidates can gain entry with credit across programmes
- programmes remain relevant, up to date and effectively utilise learning technologies

3.2.4 PLQ/PLQ(SS) Candidate Assessment Process

Programme Development Group

representative of each qualification provider

ensure consistency in assessment outcomes matched against standards

ensure prgrammes remain relevant, up to date and effectively utilise learning technologies

ensure candidates can access appropriate learning at all levels and can gain entry with credit across all programmes

Assessment by qualifications provider

Assessor (1) - Practice

Assessor (2) - Academic

Assessor (3) - in disputed cases only

Board of Examiners
including: external examiner(s), service user/carer representation and, where PLQ(SS) candidates under consideration, a social worker who meets requirements of Rules and Requirements for Specialist Training

Candidate portfolio submission

Portfolio of Evidence

notification of award or feedback on shortfalls in achievement of learning outcomes

Candidate

Mentor Support

Programme inputs

Practice / experience

Programme tutor support

3.2.5 Summary of Providers' Responsibilities

It will be the responsibility of the providers to:

- Ensure adequate supply of approved mentors
- Provide clear guidelines in relation to the role of the mentor
- Provide ongoing support to mentors and assessors and provide evidence of this
- Ensure that mentors have the opportunity to feedback to the awarding body in relation to quality assurance issues
- Ensure adequate supply of assessors
- Establish application procedure for assessors including specifying criteria on which suitability will be determined
- Ensure mentor never acts simultaneously as mentor and assessor to candidate
- Ensure agreements are reached which ensure adequate and appropriate practice learning opportunities are provided for candidates
- Ensure that learners are not disadvantaged in any way whilst being mentored by a PLQ or PLQ(SS) candidate
- Ensure that RPL and credit claim arrangements are available for admission and assessment
- Establish administrative systems for screening of submissions prior to distribution to assessment team

3.3. Guidance on Portfolio Content and Sources of Evidence

The Portfolio

The portfolio as an assessment tool is designed to allow candidates flexibility in relation to evidence gathering against set Learning Outcomes. Each candidate's portfolio of evidence will therefore be unique. Although unique, all portfolios must meet the required content criteria set out below.

Candidates are encouraged to offer fewer rather than more pieces of work to evidence several Learning Outcomes. A streamlined approach to documentation within the portfolio is not intended to deter the candidate from taking a rigorous approach to their assessment task but rather it allows them scope to focus their evidence.

The portfolio must contain the following content:

(i)   The candidate's statement on how they have met the Learning Outcomes. This is the candidate's "claim" – their summary of how the evidence they have provided meets the Learning Outcomes. This is the document that is considered by the candidate's line manager as part of the assessment process. It should include a clear map indicating where the evidence provided maps to the Learning Outcomes.

(ii)   Evidence of direct observation of the candidate's current practice with a learner. At least two such sources of evidence should be provided. These may be in the form of witness statements from, for example, managers, colleagues, service users, the learners themselves or practitioners in other related disciplines.

(iii)   Feedback on practice from a learner with whom the candidate has been working.

(iv)   Feedback on practice from a service user and/or carer.

(v)   A self-assessment, including critical reflection by the candidate on feedback received.

(vi)   The evidence of knowledge, values and skills provided in documentation and any assessment tasks.

(vii)   A reflective narrative

(viii)   The line manager's verification of the candidate's claim.

Practice Evidence
Candidates are required to gather evidence to meet the appropriate Learning Outcomes. Practice evidence can be drawn from a variety of sources including feedback on their practice to support learning from peers, managers, students, service users and carers and other professionals. Evidence should be in relation to their practice in the support of learning and should include:
- witness statements verifying that the practice was of an acceptable level;
- formal and informal feedback on observation of their practice;
- feedback from learners and services users and carers identifying their view about and experience of the candidate's practice.
- self evaluation and analysis of their own practice and some examples of work completed to support learning.

Evidence of support for learning can be drawn from any context across social services and involve work with individual learners and/or groups such as through the facilitation of group supervision or planning, delivering and/or evaluating training events.

Evidence of Knowledge and Understanding
Practice evidence will be collated in a portfolio alongside evidence of the candidate's knowledge and understanding of the qualification curricula at the SCQF level they are working to. This may be in the form of tasks set by the provider which are aligned to the Learning Outcomes.

Retrospective Evidence
Candidates can use some evidence within their portfolio which is not more than five years old. They must, however, additionally present some current evidence of their work with learners which has been observed and gain feedback from the learner.

Reflective narrative
Within each portfolio the candidate will be required to provide a reflective narrative outlining their learning for the qualification. They will draw on the evidence they are presenting in their portfolio to identify their learning and reflect on what they might have done differently and what they need to work on in the future. This information can be submitted as a written piece, orally on a video/DVD or can be presented orally in person to the assessment team.

4. TEACHING AND LEARNING MATERIALS

The following materials have been identified as a priority for development to support the new Practice Learning Qualifications. Some may be most effective in traditional formats, presented in html and pdf and hosted on the Institute's Learning Exchange. It is recommended that where value will be added the development of some materials in each subject area should be commissioned to be high quality interactive e-learning materials.

All materials should meet the following criteria:

- Accessed through the Learning Exchange
- Themed in order to be useable across all four stages while specifically addressing each of the levels
- Provide candidates with new and current information of examples of practice skills underpinned by appropriate values to support their learning
- Be in a format that can easily be updated through the collaborative processes of the Programme Development Group
- Developed collaboratively by the qualification providers

1.   Scottish Context of Learning

- Policy directives and changes within the new social work degree including new terminology, policy drivers and documents eg Scottish Executive Workforce Development Strategy, SSSC CPD Strategy
- Inter-professional context in relation to learning
- Current structures/systems, functions and makeups eg Learning Networks
- SCQF structures and their implications across Social Services and other profession groups
- Relationships between the function of different organisations/bodies/groups/professions eg the Institute, SSSC, Scottish Executive, SPLP, PLIG, Sector Skills Council

2.   Communications

- Theories of communications and communications skills eg oral, written and non verbal skills
- Giving and receiving constructive feedback
- Diverse methods of communications appropriate to learners eg learners with disability
- Observation skills

3.   Supervision, Mentoring, Facilitating and Coordination of Learning

- Supervision models, individual, peer and group with examples of how to put these into practice
- What is supervision and what is it trying to achieve?
- General and specific information on mentoring eg specific to this programme
- Knowledge and skills in relation to facilitating and learning opportunities eg exploring new opportunities for these roles to be extended within current and future climates
- Theories of adult learning eg particular emphasis on reflective practice
- Exploration of terminology regarding processes to support learning of others

4. Working with Diversity

- Power differentials
- Anti-oppressive practice within learning practice
- Working with diverse ranges of individuals to support their learning eg in relation to ethnicity, gender, sexual orientation, etc
- Ethical dilemmas
- SSSC Codes of Practice

5. Working with Others

- Working with other disciplines eg current theories and practice, the Scottish context policy, policies and guidance
- How to effectively work with other disciplines in practice
- Why are we working in this way and towards which outcomes eg improvement of service delivery for service users and carers?
- Working with peers eg the pros and cons of supporting and assessing peer learning
- Working with groups eg group dynamics, models of group work

6. Research and Evidence-based Practice

- What is evidence-based practice and why is it important within the social services context?
- How much is it part of other professional practice eg medics and teachers?
- What is research eg how do you read it, understand it and use it?
- How is research currently used in social services and other professional practice?

7. Learning Organisations

- Theories towards becoming learning organisations and creating a climate for learning
- How to improve learning within organisations and identify your role within this
- Context of adult learning
- Policy drivers and guidance supporting lifelong learning

The cost of developing the materials has been estimated as follows:

10 x 0.5 hour high specification learning objects

content development 2 days per object @£500 per day	£10k
technical/design input 10 days per object @£300 per day	£30k
project management 1 day per object @ £500 per day	£ 5k
total	£45k

10 x 0.5 hour low specification learning objects

content development 2 days per object @£500 per day	£10k
technical/design input 3 days per object @£300 per day	£ 9k
project management 1 day per object @£500 per day	£ 5k
total	£24k

Costs exclude VAT.

Early commissioning of the work may make it possible to complete 2-3 high specification learning objects by June 2006. Further development could be undertaken collaboratively over a longer timescale through the collaborative processes of the Programme Development Group.

PROJECT MANAGEMENT TEAM

Sheila Campbell   Teaching Fellow, Faculty of Education and Social Work, University of Dundee
Ursula Corker   Carer Representative
John Dow   Service User Representative
Karen O'Donnell   Workforce Development Officer, Angus Council
Wendy Paterson   Practice Learning Co-ordinator, University of Edinburgh
Kate Skinner   Senior Teaching Fellow*,* University of Stirling
Linda Walker   Projects Manager, Scottish Institute for Excellence in Social Work Education

DEVELOPMENT AND CONSULTATION PROCESS

Timescale	Activity	Participants
June 2005	Outline of project and invitation to participate in development process	• Higher Education Institutions • FE College Social Care Departments • Local Authority Training Managers • Community Care Providers Scotland • Voluntary Sector Social Services Workforce Unit • Scottish Care – National Committee and Website • Service Users and Carers networks • Carers Scotland • SCOPT • Practice Teaching Programme contacts • SSSC E-bulletin • SPLP Website • SIESWE Website • SSSC PLQ Working Group • Alison Harold – SSSC • Karen Crawford – SQA • NHS Education for Scotland • Paulo (NTO for Community Based Learning and Development) • Scottish Association of Community Education Staff • Policy and Partnership Manager – Volunteer Development Scotland • Tim O'Brien, Director of Development, ENTO • Dr Alan Barr, Scottish Community Development Centre
	Potential Facilitators identified and initial meeting held	• Management Team
July 2005	Details of nominated representatives received and notional 'task teams' established	• Management Team
	Virtual Learning Environment (Blackboard) facility operationalised	• All participants invited to access
Aug 2005	Initial meeting of nominated representatives and volunteers held	• Management Team • Nominated representatives of key stakeholders
	Task teams established in relation to Learning Outcomes and Entry Criteria	• Management Team • Volunteers from nominated representatives group
	First consultation held on initial drafts of Learning Outcomes and Entry Criteria	• Management Team • Task Teams • Nominated representatives
Sep 2005	Task team established in relation to Assessment Process	• Management Team • Volunteers from nominated representatives group
	Ongoing development work and individual consultations	• Management Team • Task Teams
Oct 2005	Focus Group held with Service User representatives	• Management Team • Service User Representatives
	Focus Group held with Carer representatives	• Management Team • Carer Representatives
	Ongoing development work and individual consultations	• Management Team • Task Teams
	Consultation Document produced, distributed and made available on websites	• Distribution to all participants
	Invitations to Consultation Events distributed	• Key Stakeholders (as listed above)
Nov 2005	Consultation Events held (Glasgow and Perth)	• Management Team • Scottish Practice Learning Project • Nominated Representatives
Dec 2005	Consultation Feedback assimilated	• Management Team
	Final documentation submitted to SPLP	• Management Team

CONSULTATION PARTICIPANTS AND RESPONDENTS

Aberdeen City Council, Jackie Loder
Aberdeen City Council, Maureen Ross
Aberdeen Cyrenians, Stopover, Sandra Stout
Aberdeenshire Council, Yvonne Bestwick
Aberdeenshire Council, Philip English
Aberdeenshire Council, Deirdre Miller
Aberlour Childcare Trust, Linda Grierson
Aberlour Childcare Trust, Shelagh Low
Adam Smith College, Jan Davidson
Adam Smith College, Kit Duncan
Adam Smith College, Linda Scott
Angus Council, Isabel Anderson
Angus Council, Tricia Lowe
Anniesland College, Janice McDade
Argyll College, Rena MacDonald
Ayr College, Bernadette Morton
Barnardos Scotland, Pauline Holland
Cardonald College, Doris Graham
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Clackmannanshire Council, Maggie Maclean
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Crossroads Youth and Community Association, Caroline Armit
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Dumfries & Galloway Council, Clare Bannister
Dundee City Council, Gordon Davidson
Dundee College, Helen Duncan
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Scottish Executive, Paul Connell
Scottish Qualifications Authority, Eleanor Ramsay
Scottish Qualifications Authority, Sarah Sayers
Scottish Social Services Council, Alison Harold
Scottish Social Services Council, Brian Smith
Service User and Carer Representative, Gillian MacKenzie
South Ayrshire Council, Peter Swindon
South Lanarkshire College, Wilma Mackay
South Lanarkshire Council, Mairi Allen
South Lanarkshire Council, Marion Price
South Lanarkshire Council, Juliette Tavendale
South Lanarkshire Council, Pam Turner
Stirling Council, Susanne Goetzold
Tayside Carers Support Project, Margaret Cook
The Childrens House/The Hamilton School, Amanda Here
The Highland Council, Gavin Saunders
The Highland Council, Janet Spence
The Mungo Foundation, Francis Doherty
The Robert Gordon University, Linda Bruce
The Robert Gordon University, Joyce Lishman
The Scottish Society for Autism, Vince Bowles
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Scottish Credit & Qualifications Framework (SCQF)

SCQF level	SQA National Units, Courses and Group Awards	Higher Education	Scottish Vocational Qualifications
12		Doctorates	
11		Masters	SVQ 5
10		Honours Degree Graduate Diploma	
9		Ordinary Degree Graduate Certificate	
8		Higher National Diploma Diploma in Higher Education	SVQ 4
7	Advanced Higher	Higher National Certificate Certificate in Higher Education	
6	Higher		SVQ 3
5	Intermediate 2 Credit Standard Grade		SVQ 2
4	Intermediate 1 General Standard Grade		SVQ 1
3	Access 3 Foundation Standard Grade		
2	Access 2		
1	Access 1		

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GLOSSARY

Candidate - The person undertaking the PLQ or PLQ(SS) qualification

Institute - Scottish Institute for Excellence in Social Work Education

Learner - The person whose practice learning is being supported by the PLQ or PLQ(SS) candidate

Learning Network – The 4 Learning Networks currently being established on a regional basis by the SPLP

Learning Outcomes – the Learning Outcomes to be achieved by the candidate in order to gain the qualification

PDG - Programme Development Group

PLQ - Practice Learning Qualification

PLQ(SS) - Practice Learning Qualification (Social Services)

Provider - The body or partnership delivering and awarding the qualification. Expected to be the Learning Networks.

PTA – Practice Teaching Award – the predecessor of the PLQ(SS)

RPL - Recognition of Prior Learning

SCQF - Scottish Credit and Qualifications Framework

SPLP - Scottish Practice Learning Project

SSSC - Scottish Social Services Council