

Mapping of Relevant Awards against the Practice Learning Qualification (SS) - PLQ(SS) For Credit Transfer and Recognition of Prior Learning

To be used in conjunction with the *Practice Learning Qualifications Social Services (PLQ(SS)) - Guidelines for Credit Transfer and Recognition of Prior Informal Learning (RPL)*

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About this document

This guidance document essentially aims to provide PLQ(SS) candidates and their mentors/assessors with some guidance when they are considering previous certificated or informal learning for the purpose of **credit transfer** and/or **RPL (recognition of prior learning)** within the PLQ(SS). Though there are a wide range of awards candidates may bring with them to the Practice Learning Qualification, this document maps only those that were most frequently cited by training managers in a scoping exercise undertaken as part of this project. These awards are:

- Learning and Development HNC
- SVQ Level 3 and 4
- D Units and the A and V Units
- SVQ 3 Health and Social Care (Adults) and (C&YP) SCQF Level 7
- SVQ 3 Early Years Care and Education (not SCQF levelled)
- SVQ 3 Children's Care Learning and Development SCQF Level 7
- HNC Social Care SCQF Level 7
- HNC Childcare SCQF Level 7
- HNC Health Care SCQF Level 7
- Training of Trainers (not SCQF levelled)
- PDA: Care Services Management SCQF Level 8
- PDA: Early Years Child Care and Education SCQF Level 8
- SVQ 4 Health and Social Care (Adults) and (C&YP) SCQF Level 9
- SVQ 4 Early Years Care and Education (not SCQF levelled)
- SVQ 4 Children's Care Learning and Development 4 (not SCQF levelled)
- SVQ 4 Registered Managers Award (RMA) (not SCQF levelled) COSCA Certificate in Counselling Skills (40 SCQF credits at Level 7)
- COSCA Counselling Supervision Skills Certificate (Part 1) (10 SCQF credits at SCQF level 8)
- COSCA Counselling Supervision Certificate (Part 2) (15 SCQF credits at SCQF level 8 (note: this includes the 10 SCQF credits at Level 8 from Part 1))
- TQFE Teaching Qualification in Further Education (SCQF Level 9)
- TQFE Teaching Qualification in Further Education New Standards August 2007 (SCQF Level 9)
- Practice Teaching Award (PTA)
- Honours Degree in Social Work (SCQF Level 10)

How to use this document

This document should be read in conjunction with *Practice Learning Qualifications Social Services (PLQ(SS)) - Guidelines for Credit Transfer and Recognition of Prior Informal Learning (RPL)* and the associated case studies which can be found on the Learning Exchange website (<http://www.sieswe.org/learnx>). The *Guidelines* provide principles and procedures for implementing RPL within the PLQ (SS).

You do not need to print the complete document. Use the Index on pages 2-3 to locate your specific Award map with additional supporting material e.g. SVQ 4 Health and Social Care on pages 74-76. Print the section '**About this document**' on pages 2-7 and your specific **Award map with additional information**. You and your mentor or assessor can use this within the **learner planning process** for PLQ (SS) / PLQ.

What do we mean by Credit Transfer?

Credit Transfer is a process that gives learners credit for their **prior certificated learning**. This means learning you have undertaken which has been assessed and for which you have been awarded qualifications or certificates, for example an SVQ; university module, higher national unit or higher national certificate or diploma or other credit-rated professional award, such as the Practice Teaching Award. It can enable a learner to transfer credit gained through one qualification to another qualification or programme of study. Credit can be used from a previously uncompleted or completed award.

Credit which can be transferred into the PLQ (SS)/PLQ must be at the appropriate SCQF level for the PLQ(SS)/PLQ Stage (Stage1 to Stage 4) being undertaken i.e. SCQF levels 7 – 11. You can access the SCQF Handbook volumes 1 and 2 which contain credit rating, credit transfer and RPL guidelines at http://www.scqf.org.uk/downloads/HandbookVol1_2007.pdf and http://www.scqf.org.uk/downloads/HandbookVol2_2007.pdf

What do we mean by Recognition of Prior informal Learning (RPL)?

RPL is a process that gives a learner credit for their **prior informal learning**. Through RPL we can recognise and, if appropriate, assess and then credit-rate learning which has its source in some experience which occurred prior to the point of a learner embarking on a qualification or programme.

The SCQF guidelines make a distinction between two forms of recognition

- RPL for personal/career development or formative recognition
- RPL for credit, or summative recognition

RPL for personal/career development or formative recognition can be carried out within the context of personal/career development and educational guidance. Its purpose is to build learner confidence; recognise skills and knowledge gained through experience; and identify ways in which these skills

and knowledge can be further developed through further learning opportunities. The outcome of this process can be an action plan, or personal development plan.

Formative recognition may be a preparatory stage to summative recognition, or RPL for credit.

RPL for credit is the process of **summative recognition**. It involves assessing and then credit-rating learning gained through some experience which occurred prior to the point of a learner entering a formal programme of study or commencing a qualification. The outcome of a claim for RPL for credit may be the award of specific credit within a qualification or within a programme of learning, or entry to a programme of study as an alternative to normal entry requirements.

It is important to stress that **credit is not given for the experience itself**. It is what someone has **learned** from that experience that counts.

Mapping codes

The following codes show the potential levels of coverage of each PLQ Standard against a number of different awards. This document does not however replace the need for the assessor to make judgments and decisions in relation to their candidates' proposed prior experience and achievements as this ensures credit transfer and RPL evidence/claims remain valid.

Heavy Shading = Credit transfer option exist from source award

Self-explanatory, credit transfer is a strong possibility by virtue of the candidate having achieved the requisite mandatory units of the source award.

Light shading = RPL opportunities exist within source award

Light shading means that RPL opportunities exist within the source award. Further investigation may establish further credit transfer/RPL potential.

Left blank = RPL opportunities from the source award are minimal or non-existent and therefore other RPL evidence or assessment would be required.

All of the Awards offer opportunities for RPL but not clearly defined credit transfer.

Most of the Awards have been levelled within SCQF. The figure in brackets indicates the level e.g. COSCA Certificate in Counselling Skills (40 SCQF Credits at Level 7).

Those qualifications without a number have not been levelled within SCQF

Summary of Credit Transfer and RPL opportunities for PLQ(SS) Stage 1

Heavy shading = Credit transfer option exists from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent and therefore other RPL evidence or assessment would be required.

Stage 1 Standard	D32/D33	A1	SVQ Level 3	SVQ Level 4	HNC	D34	V1	D35/V2
Establish effective working relationships								
Facilitate learning								
Assessment and accountability								
Evaluate learning								
Create an environment for learning								
Context of practice								
Evidenced Based Practice								
Leadership								

Heavy shading = Credit transfer option exists from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent and therefore other RPL evidence or assessment would be required.

Stage 1 Standard (Level 7)	SVQ 3 H&SC (Adults) (7)	SVQ 3 H&SC (C&YP) (7)	SVQ 3 Early Years	SVQ 3 CCLD (7)	HNC Social Care (7)	HNC Early Ed & Childcare (7)	HNC Health Care (7)	Training of Trainers
Establish effective working relationships								
Facilitate learning								
Assessment and accountability								
Evaluate learning								
Create an environment for learning								
Context of practice								
Evidenced Based Practice								
Leadership								

Heavy shading = Credit transfer option exists from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent and therefore other RPL evidence or assessment would be required.

Stage 1 Standard (Level 7)	PDA Care Services M'ment (8)	PDA Certificate in Early Education and childcare (8)	COSCA Certificate in Counselling Skill (40 SCQF credits at Level 7)	COSCA Counselling Supervision Skills Certificate (Part 1) (10 SCQF Credits at Level 8)	COSCA Counselling Supervision Certificate (Part 2) (15 SCQF Credits at Level 8 incorporating Part 1)
Establish effective working relationships					
Facilitate learning					
Assessment and accountability					
Evaluate learning					
Create an environment for learning					
Context of practice					
Evidenced Based Practice					
Leadership					

Summary of Credit Transfer and RPL opportunities for PLQ(SS) Stage 2

Heavy shading = Credit transfer option exists from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent and therefore other RPL evidence or assessment would be required.

Stage 2 Standard	D32/D33	A1	SVQ Level 3	SVQ Level 4	HNC	D34	V1	D35/V2
Establish effective working relationships			Not matched		Not matched			
Facilitate learning			"		"			
Assessment and accountability			"		"			
Evaluate learning			"		"			
Create an environment for learning			"		"			
Context of practice			"		"			
Evidenced Based Practice			"		"			
Leadership			"		"			

Heavy shading = Credit transfer option exists from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent and therefore other RPL evidence or assessment would be required.

Stage 2 Standard (Level 9)	SVQ 4 H&SC (Adults) (9)	SVQ 4 H&SC (C&YP) (9)	SVQ 4 Early Education and childcare	SVQ 4 CCLD	SVQ 4 RMA	TQFE (SCQF Level 9)	TQFE New August '07 (SCQF Level 9)
Establish effective working relationships							
Facilitate learning							
Assessment and accountability							
Evaluate learning							
Create an environment for learning							
Context of practice							
Evidenced Based Practice							
Leadership							

Summary of Credit Transfer and RPL opportunities for PLQ(SS) Stage 3

Heavy shading = Credit transfer option exists from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent and therefore other RPL evidence or assessment would be required.

Stage 3 Standard (Level 10)	Practice Teaching Award	Honours Degree in SW (SCQF Level 10)
Establish effective working relationships	*	
Facilitate learning	*	
Assessment and accountability	*	
Evaluate learning	*	
Create an environment for learning	*	
Context of practice	*	
Evidenced Based Practice	*	
Leadership	*	

* Summative assessment for the Practice Teacher Award (PTA) comprises of a portfolio incorporating a range of evidence. Credit transfer/RPL opportunities within this Award, is dependent on the supporting evidence the candidate can produce.

How to interpret mapping documents:

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate Learning	Assessment and accountability	Evaluate learning
<p>The range of core mandatory units provide sufficient evidence of credit transfer for this Standard</p> <p><u>Underlined text</u> indicates that evidence out-with the source award should be considered.</p> <p><i>Italics</i> indicate what further evidence may exist <u>within</u> the source award.</p>	<p>The range of core mandatory units provide knowledge and skill evidence of selecting and utilising a range of learning strategies to meet individual need based on the learner's stage of learning; work with learners in critically reflecting upon their learning experience to enhance future learning.</p> <p>Additional evidence is required to demonstrate knowledge evidence of reflective practice and supervisory processes and in the use of supervision to support learners in practice.</p> <p><u>may be able to provide additional evidence sufficient to demonstrate credit transfer.</u></p>	<p>The mandatory unit; assess candidates provides knowledge and skill evidence of the different forms of assessment within the appropriate SCQF level; skill evidence to support learners take responsibility and be accountable for their work.</p> <p>Additional evidence is required to demonstrate knowledge and practice of the SSSC Codes of Practice; their role within a wider practice learning context</p> <p><i>Candidates working within FE may be able to provide additional evidence sufficient to demonstrate credit transfer for this Standard.</i></p>	<p>The mandatory unit: evaluate the teaching and learning experience provides knowledge and skill evidence of the role and practice of evaluation within a learning context and how to contribute to determining levels of competence against set standards. The range of mandatory units provide evidence of participation in self and peer evaluation to facilitate personal development and the development of others.</p> <p>Bold type indicates what aspects of the PLQ Standard still require to be evidenced.</p>

Mapping of: The TDLB D32 or D33 Unit against Stage 1 Standards of PLQ (SS)

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate learning	Assessment and accountability	Evaluate learning
<p>Own roles and responsibilities in relation to learning <i>requires investigation.</i></p> <p><i>Consideration of their own role in building effective relationships may be part of (CPD)</i></p> <p><i>See Additional comments (a)</i></p>	<p>Evidence is required in relation to:</p> <p>How people learn</p> <p>A range of learning approaches and ideas particular to their setting</p> <p>Share/use their own experiences to help others learn in practice settings</p> <p><u>Evidence out with this award is likely</u></p> <p>See Additional comments (b)</p>	<p>Assessors are obviously involved in the assessment process, therefore clear credit transfer opportunities exist.</p>	<p>The evaluation process needs to be fully evidenced in relation to Learning Practice.</p> <p><u>Evidence out with this award likely</u></p> <p>See Additional comments (c)</p>

The PLQ(SS) Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
<p>Evidence is required:</p> <p>Creating a supportive learning environment</p> <p>Commitment to CPD of others</p> <p>Awareness of power differences</p> <p><u>Evidence out with this award is likely</u></p> <p>See Additional Comments (d)</p>	<p><i>It is part of an assessor's role to assess and support learner competence which includes knowledge/ application of policy and guidance.</i></p> <p><i>To fully cover, level of learning support needs investigation</i></p> <p>See Additional Comments (e)</p>	<p><i>Assessors have to have knowledge of effective practice in order to assess it.</i></p> <p><i>However, they are not explicitly required to apply research and inquiry – but this could also stem from CPD activities.</i></p>	<p>Assessors do have to lead the assessment process and help candidates develop their competence but are not heavily involved in helping others learn therefore level of actual involvement would need to be investigated.</p>

Additional comments

Five standards from the PLQ could potentially be evidenced in varying degrees, one of them close enough for complete credit transfer to be considered.

a) The coverage of the standards will depend on how much of a trainer/facilitator role the assessors have. This kind of role is not one that is required by the D32/33 Unit Standards, but one that is an additional role, but not unusual.

b) Assessors have a clear role in assessing rather than facilitating learners. As part of the D Units, the assessors' remit is to 'signpost' learners to access further learning, rather than actively facilitate learning. However, assessors are often given an additional role to play in training/supporting their learners.

- c) In terms of D32/33, the assessor is not required to create a learning environment or evaluate learning. Coverage will depend on whether assessors have this 'additional role'.
- d) As part of their obligation, assessors are required to maintain their own CPD records. They do not however have any explicit responsibilities for CPD for others
- e) Assessors by virtue of undertaking their role have to be competent and experienced in the subject area in which they assess and have a thorough understanding of practice policies and procedures, otherwise they could not make valid assessment decisions.
- f) Assessors are required to communicate effectively, and be able to provide constructive feedback. Again this is in the context of assessment rather than learning. Leadership skills and knowledge of different styles are not an explicit requirement of the D32/33 Units.

Mapping of the A1 Unit: Assessing Candidates Using a Range of Methods against Stage 1 Standards of the PLQ (SS)

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate learning	Assessment and accountability	Evaluate learning
<p><i>Own roles and responsibilities in relation to learning requires investigation.</i></p> <p><i>Reflect and consider their own role in building effective relationships may/should be part of (CPD)</i></p> <p><i>The achievement of A1 should indicate a level of communication and building of effective relationships with others has been achieved.</i></p> <p><i>See Additional comments (a)</i></p>	<p>Evidence is required in relation to:</p> <p>How people learn</p> <p>A range of learning approaches and ideas particular to their setting</p> <p><u>Evidence out with this award is likely</u></p> <p>See Additional comments (b)</p>	<p>Assessors are obviously involved in the assessment process, therefore clear credit transfer opportunities exist</p>	<p>The evaluation process needs to be fully evidenced in relation to Learning Practice.</p> <p><u>Evidence out with this award is likely</u></p> <p>See Additional comments (c)</p>

The PLQ(SS) Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
<p>Evidence is required:</p> <p>Creating a supportive learning environment</p> <p>Commitment to CPD of others</p> <p>Awareness of power differences</p> <p><u>Evidence out with this award is likely</u></p> <p>See (d)</p>	<p><i>It is part of an assessor's role to assess and support learner competence which includes knowledge/ application of policy and guidance.</i></p> <p><i>To fully cover, level of learning support needs investigation</i></p> <p>See (e)</p>	<p><i>Assessors have to have knowledge of effective practice in order to assess it.</i></p> <p><i>However, they are not explicitly required to apply research and inquiry – but this could also stem from CPD activities.</i></p>	<p>Assessors do have to lead the assessment process and help candidates develop their competence but are not heavily involved in helping others learn therefore level of actual involvement would need to be investigated.</p>

Additional comments

Five of the standards from the Stage 1 PLQ could potentially be evidenced in varying degrees, one of them close enough for credit transfer to be considered.

a) The coverage of the standards depends on how much of a trainer/facilitator role the assessor has (training/facilitation is not an explicit requirement of the A1, but assessors very often also have this kind of role).

b) Assessors have some role in providing advice on skills development but investigation would be required in terms of identifying level of actual facilitation.

- c) Assessor-candidates do have to evaluate methods of assessment and the assessment environment which can indirectly impact on the quality of arrangements for learning. Further evidence would be required of evaluation of learning (as opposed to assessment).
- d) As part of their obligation, assessors are required to maintain their own CPD records. They do not however have any explicit responsibilities for the CPD of others.
- e) Assessors by virtue of undertaking their role have to be competent and experienced in the subject area in which they assess and have a thorough understanding of practice policies and procedures, otherwise they could not make valid assessment decisions.

Mapping of: The TDLB D32/D33/A1 Unit against Stage 2 Standards of PLQ (SS)

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate learning	Assessment and accountability	Evaluate learning
Own roles and responsibilities in relation to learning <i>requires investigation.</i> <i>Consideration of their own role in building effective relationships may be part of (CPD)</i>	Evidence is required in relation to: Selecting a range of learning strategies/ opportunities Facilitate learning practice/experiential learning <u>Evidence out with this award is likely</u>	Assessors are obviously involved in the assessment process, therefore clear credit transfer opportunities exist.	The evaluation process needs to be fully evidenced in relation to Learning Practice. <u>Evidence out with this award likely</u>

The PLQ(SS) Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
<p>Evidence is required in relation to:</p> <p>Identifying learning needs</p> <p>Identifying improvements to learning environment</p> <p>Development of the learning environment</p> <p>Anti-oppressive practice</p> <p><u>Evidence out with this award is likely</u></p>	<p><i>It is part of an assessor's role to assess and support learner competence which includes knowledge/ application of policy and guidance.</i></p> <p><i>To fully cover, level of learning support needs investigation</i></p>	<p><i>Assessors have to have knowledge of effective practice in order to assess it.</i></p> <p><i>However, they are not explicitly required to apply research and inquiry – but this could also stem from their CPD activities.</i></p>	<p>Evidence is required in relation to:</p> <p>Supporting the planning of a serious learning experiences</p> <p>Feeding back to those running educational programmes</p> <p><u>Evidence out with this award is likely</u></p>

Additional comments

Four standards from the Stage 2 PLQ could potentially be evidenced in varying degrees through the RPL process, one of them close enough for credit transfer to be considered.

The coverage of the standards will depend on how much of a trainer/facilitator role the assessors have. This kind of role is not one that is required by the D32/33/A1 Unit Standards, but one that is an additional role, but not unusual.

Assessors have a clear role in assessing rather than facilitating learners. As part of the D Units, the assessors' remit is to 'signpost' learners to access further learning, rather than actively facilitate learning. However, assessors are often given an additional role to play in training/supporting their learners.

In terms of D32/33/A1, the assessor is not required to create a learning environment or evaluate learning. Coverage will depend on whether assessors have this 'additional role'.

Mapping of: Learning and Development Level 3 against Stage 1 Standard of PLQ (S.S.)

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

PLQ Standards				
	Establish effective working relationships	Facilitate learning	Assessment and accountability	Evaluate learning
Comments on matching: Comments in the adjacent columns are based on RPL opportunities assuming all mandatory SVQ Level 3 units have been achieved.	Covered in L5, L9 and L16	Range of approaches required to fully evidence. <i>Optional units may cover above requirement, consider:</i> L10, L11, L12 L14, L15	The assessment process needs to be fully evidenced. <i>One or a combination of the following Optional Units will meet the above requirement:</i> A1, or L20 <u>OR</u> D32 and D33	Covered in L18 and G3

PLQ Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
Covered in G3 L9, L16	Covered in all mandatory units	Trainers/facilitators <i>have to have knowledge of effective practice in order to teach it.</i> <i>However, they are not explicitly required to apply research and inquiry – but this could also stem from CPD activities.</i>	<i>To fully cover, unit evidence would need to show an understanding of different leaderships styles</i>

Additional comments

All standards from the Stage 1 PLQ could potentially be evidenced in varying degrees from the Learning and Development Level 3 SVQ. Four of the standards have the potential to be covered by credit transfer.

The amount of coverage will depend on the optional units taken by the candidate, the context under which the level 3 was achieved and currency of skills and knowledge. This is especially important in relation to two standards; Context of Practice and Evidenced Based Practice as the required skills and knowledge for these standards are based on up-to-date/current practice and legislation.

In relation to Evaluate Learning, the candidate would require evidence that they could evaluate learning for the wider benefit of the practice within which they work. The L&D SVQ Level 3 focuses more on the evaluation of self and individual learners.

Leadership is not explicitly covered in this Level 3 and certainly there is no requirement for a candidate to know different leadership styles as per learning outcomes. However, the nature of Learning and Development Level 3 would infer that some level of leadership qualities would be necessary in being able to support and develop learners effectively; therefore candidates may be able to make a case for partial RPL based on experience.

Mapping of: Learning and Development Level 4 against Stage 1 Standard of PLQ (S.S)

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

PLQ Standards				
	Establish effective working relationships	Facilitate learning	Assessment and accountability	Evaluate learning
Comments on matching: Comments in the adjacent columns are based on RPL opportunities assuming all mandatory SVQ Level 4 units have been achieved.	Covered in SVQ, no specific Optional Units required.	<i>Range of approaches required to fully evidence this standard</i> <i>Optional units may cover above requirement, consider:</i> <i>L13, L14, L18, L19</i>	<i>The assessment process needs to be fully evidenced.</i> <i>One or a combination of the following Optional Units will meet the above requirement:</i> <i>A1, <u>OR</u> D32 and D33</i>	Covered in mandatory units, no specific Optional Units required

PLQ Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
Covered in mandatory units, no specific Optional units required	Covered in SVQ, no specific Optional Units required	Covered in SVQ, no specific Optional Units required	Covered in SVQ, no specific Optional Units required

Additional comments

All standards from the Stage 1 PLQ could potentially be evidenced in varying degrees through the RPL process from the Learning and Development Level 4 SVQ. Six of the standards have the potential to be covered by Credit Transfer.

The amount of RPL opportunity for FACILITATE LEARNING and ASSESSMENT AND ACCOUNTABILITY will depend on the optional units taken by the candidate; therefore complete credit transfer is a distinct possibility.

Mapping of: Learning and Development Level 4 against Stage 2 Standard of PLQ (S.S)

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

PLQ Standards				
	Establish effective working relationships	Facilitate learning	Assessment and accountability	Evaluate learning
Comments on matching: Comments in the adjacent columns are based on RPL opportunities assuming all mandatory SVQ Level 4 units have been achieved.	<i>Much of the relationship skills are contained within the optional units. Coverage therefore depends on the units chosen. Evidence could come from:</i> L14, L15, L16, L22	<i>A range of learning approaches/ strategies required to fully evidence this standard</i> <i>Optional units may cover above requirement, consider:</i> L13, L14, L18, L19	The assessment process needs to be fully evidenced. <i>One or a combination of the following Optional Units will meet the above requirement:</i> A1, <u>OR</u> D32 and D33	Covered in mandatory units, no specific Optional Units required

PLQ Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
Covered in mandatory units, no specific Optional units required	Covered in SVQ, no specific Optional Units required	Covered in SVQ, no specific Optional Units required	Covered in SVQ, no specific Optional Units required

Additional comments

All standards from the Stage 2 PLQ could potentially be evidenced in varying degrees from the Learning and Development Level 4 SVQ. Five of the standards have the potential to be covered by Credit Transfer.

The amount of RPL opportunity for Establish Effective Working Relationships, Facilitate Learning and Assessment And Accountability will depend on the optional units taken by the candidate; therefore complete credit transfer is a distinct possibility.

Mapping of the: HNC in Learning and Development (notional level 6) against Stage 1 Standard of PLQ (S.S)

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

PLQ Standards				
	Establish effective working relationships	Facilitate learning	Assessment and accountability	Evaluate learning
Comments on matching: Comments in the adjacent columns are based on RPL opportunities assuming all mandatory SVQ Level 3 units have been achieved.	<p>Although there is some implicit requirement for the candidate to build effective relationships, the context of the units are more about learning functions and techniques.</p> <p><u>Evidence out with the HN very likely</u></p>	<p>Range of approaches required to fully evidence.</p> <p><i>Optional units may cover above requirement, consider units:</i></p> <p><i>11, 12, 13</i></p>	<p>Conducting the assessment process needs to be fully evidenced.</p> <p><i>If unit 7 chosen then this should suffice.</i></p>	<p>Covered in mandatory units, no specific Optional units required</p>

PLQ Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
Covered in mandatory units, no specific Optional units required	Covered in mandatory units, no specific Optional units required	Trainers/facilitators <i>have to have knowledge of effective practice in order to teach it.</i> <i>However, they are not explicitly required to apply research and inquiry – but this could stem from CPD activities.</i>	<i>Leader-ship skills are required.</i> <i>To fully cover, unit evidence would need to show an understanding of different leaderships styles</i>

Additional comments

All but one standard from the Stage 1 PLQ could potentially be evidenced in varying degrees from the HNC in Learning and Development. Three of the standards have the potential to be covered by credit transfer.

The amount of coverage will depend on the optional units taken by the candidate for the Facilitate Learning and Assessment and Accountability standards.

CPD activities may form an important evidence source in establishing the candidate's level of inquiry and research.

Leadership is not explicitly covered in this Level 3 and certainly there is no requirement for a candidate to know different leadership styles as per learning outcomes. However, the nature of Learning and Development would infer that some level of leadership qualities would be necessary in being able to support and develop learners effectively; therefore candidates may be able to make a case for partial RPL based on their experience.

Mapping of the 34 Unit: Internally Verify the Assessment Process against Stage 1 and 2 Standards of the PLQ (S.S)

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate learning	Assessment and accountability	Evaluate learning
<p>Evidence is required:</p> <p>Own roles and responsibilities in relation to learning</p> <p>Reflect and consider their own role in building effective relationships</p> <p>Act as a role model for safe and effective practice</p> <p><u>Evidence out with this award is likely</u></p>	<p>Evidence is required in relation to:</p> <p>How people learn</p> <p>A range of learning approaches and ideas particular to their setting</p> <p><u>Evidence out with this award is likely</u></p>	<p>This standard outcome is non-applicable to D34, because:</p> <p>Although Internal-Verifiers are required to understand the assessment process, they do not have to prove assessor competence in this unit.</p> <p><u>Evidence out with this award is likely</u></p>	<p>This standard outcome is non-applicable to D34 because:</p> <p>Internal verifiers will evaluate effectiveness of assessment processes/ systems but do not have a defined role for evaluating learning.</p> <p><u>Evidence out with this award is likely</u></p>

The PLQ(SS) Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
<p>This standard outcome is non-applicable to D34 because:</p> <p>Internal verifiers do not have a responsibility for the creation of learning environments.</p> <p><u>Evidence out with this award is likely</u></p>	<p>This standard outcome is non-applicable to D34 because:</p> <p>Internal Verifiers do not have a defined role in supporting others in their learning.</p> <p><u>Evidence out with this award is likely</u></p>	<p>This standard outcome is non-applicable to D34 because:</p> <p>Internal verifiers do not have a defined role in terms of demonstrating their knowledge of effective practice to support learners.</p> <p><u>Evidence out with this award is likely</u></p>	<p>Evidence is required in relation to:</p> <p>An awareness of leadership styles</p> <p>Use leadership skills to help others learn</p> <p><u>Evidence out with this award is likely</u></p>

Additional comments

The coverage of the standards would depend on how much of an additional responsibility the verifier has had in relation to the learning environment. An internal verifier's remit (in terms of D34) focuses on effective relationships in an assessment and quality assurance context rather than learning.

Internal Verifiers have a role in supporting assessors in the context of maintaining quality assurance. A good level of communication would be expected along with an understanding of building and maintaining effective relationships, but this is more implicit than explicit in the unit standard.

Internal Verifiers have a clear role in advising and supporting assessors re their development needs and special assessment requirements for candidates, but this does not include the actual facilitation of learning.

D34 does not define the evaluation of learning as part of a verifier's role.

Internal verifiers have a quality assurance role, therefore are very much involved with the checking of assessment processes and quality of assessor decision making. They do not have a distinct role in terms of the creating a learning environment, supporting learners or the processes involved in facilitating and evaluating learning – although they may have in another role.

Although internal verifiers have inferred leadership responsibilities, evidence of how these skills would be used with learners would be required.

Mapping of the V1 Unit: Conduct Internal Quality Assurance of the Assessment Process against Stage 1 and 2 Standards of the PLQ (S.S)

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate learning	Assessment and accountability	Evaluate learning
<p>Evidence is required:</p> <p>Own roles and responsibilities in relation to learning</p> <p>Reflect and consider their own role in building effective relationships</p> <p>Act as a role model for safe and effective practice</p> <p><u>Evidence out with this award is likely</u></p>	<p>Evidence is required in relation to:</p> <p>How people learn</p> <p>A range of learning approaches and ideas particular to their setting</p> <p><u>Evidence out with this award is likely</u></p>	<p>This standard outcome is non-applicable to V1, because:</p> <p>Although Internal-Verifiers are required to understand the assessment process, they do not have to prove assessor competence in this unit.</p> <p><u>Evidence out with this award is likely</u></p>	<p>This standard outcome is non-applicable to V1 because:</p> <p>Internal verifiers will evaluate effectiveness of assessment processes/ systems but do not have a defined role for evaluating learning.</p> <p><u>Evidence out with this award is likely</u></p>

The PLQ(SS) Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
<p>This standard outcome is non-applicable to V1 because:</p> <p>Internal verifiers do not have a responsibility for the creation of learning environments.</p> <p><u>Evidence out with this award is likely</u></p>	<p>This standard outcome is non-applicable to V1 because:</p> <p>Internal Verifiers do not have a defined role in supporting others in their learning.</p> <p><u>Evidence out with this award is likely</u></p>	<p>This standard outcome is non-applicable to V1 because:</p> <p>Internal verifiers do not have a defined role in terms of demonstrating their knowledge of effective practice to support learners.</p> <p><u>Evidence out with this award is likely</u></p>	<p>Evidence is required in relation to:</p> <p>An awareness of leadership styles</p> <p>Use leadership skills to help others learn</p> <p><u>Evidence out with this award is likely</u></p>

Additional comments

The coverage of the standards would depend on how much of a responsibility the verifier has had in relation to the learning environment. An internal verifier's remit (in terms of V1) does focus on the quality of assessment rather than learning but, they do have a responsibility for identifying and planning learning for their assessors, but this does not extend to facilitation.

Internal Verifiers have a role in supporting assessors in the context of maintaining quality assurance. A good level of communication would be expected along with an understanding of building and maintaining effective relationships, but this is more implicit than explicit in the unit standard.

Internal verifiers are expected to be able to evaluate assessment decisions and quality assurance systems, therefore may be able to transfer these skills to the learning environment.

Internal Verifiers have a clear role in advising and supporting assessors re their development needs and special assessment requirements for candidates, but this does not include the actual facilitation of learning.

V1 does not define the evaluation of learning as part of a verifier's role.

Internal verifiers have a quality assurance role, therefore are very much involved with the checking of assessment processes and quality of assessor decision making. They do not have a distinct role in terms of the creating a learning environment, supporting learners or the processes involved in facilitating and evaluating learning – although they may have in another role.

Although internal verifiers have inferred leadership responsibilities, evidence of how these skills would be used with learners would be required.

Comments on RPL opportunities between the D35 Unit: Externally Verify the Assessment Process, and V2: Conduct External Quality Assurance of the Assessment Process and Stage 1 Standards of the PLQ (S.S)

The role of the external verifier focuses on providing centres with external quality assurance.

A number of external verifiers are likely to have had/will have a role in assessing/internally verifying work based qualifications, therefore the RPL process could be more applicable to those roles rather than the EV role.

External verifiers are required by virtue of their employment with SQA to:

- ♦ be effective communicators
- ♦ possess excellent interpersonal skills
- ♦ be able to build effective working relationships
- ♦ be able to evaluate problems and recommend solutions
- ♦ have appropriate occupational and assessment experience/qualifications

In addition, the Assessment Strategy governing the sector within which an external verifier works may require specific expertise and CPD requirements not defined in D35/V2 which could be a source of prior learning.

The exploration of RPL opportunities are therefore more about the 'personal specifications and off-shoots of the role' required by an Awarding/Standard Setting Body rather than the requirements of the D35/V2 Units.

Just like many other management type roles, the EV role indicates that there is a small amount of synergy in relation to the PLQ (S.S.). However, there are very few direct tangible links that can be made between the D35/V2 Units (which is essentially is about checking quality assurance decisions and systems) and the PLQ which is about the facilitation of learning.

Mapping of SVQ Level 3 in Learning and Development against Level 1 PLQ (S.S) Standards

PLQ Standards	Establish effective working relationships	Facilitate learning	Assessment and accountability	Evaluate learning	Create an environment for learning	Context of practice	Evidence based practice	Leadership
Mandatory Units:								
G3 Evaluate and develop own practice					G3.1 a – f G3.2 a – e	All work-place learning is or should be focused on company policy, procedures, guidance and legislation. All units are in context of the above statement	G3.1 Pcs a – f G3.2 Pcs a – e	
L5 Agree learning programmes with learners	L5.1: Pcs a- h L15.2 Pcs a- h	L5.1 b, d, f and g L5.2 c and g						L5, all PCs
L6 Develop training sessions								
L9 Create a climate that promotes learning	L9.1 Pcs a –g	L9.2 a – f			L9.2 a – f		L9.2 Pcs a – f	L9.2, PCs a -f
L16 Monitor and review progress with learners	L16.1 Pcs c and e	L16.1 a– h	L16.1 Pcs a – h		L16.1 a – h			
L18 Respond to changes in learning and development				L18.1 Pcs a – h L18.3 a – h				

Mapping of SVQ Level 3 in Learning and Development against Level 1 PLQ (S.S) Standards (continued)

Plus 2 Optional Units from:								
PLQ Standards	Establish effective working relationships	Facilitate learning	Assessment and accountability	Evaluate learning	Create an environment for learning	Context of practice	Evidence based practice	Leadership
L3 Identify individual learning aims & programmes	L3.1 Pcs c, e, f	L3.1 a – f L3.2 a – i			L3.1 a- f L3.2 a -i	As per above statement		
L10 Enable learning through presentations	L10.1 Pc c L10.2 Pc f	All of these units require candidates to display ‘different approaches to learning’ – fits in well with <i>Facilitate Learning</i> skills requirement.			These units encompass a range of methods all contributing to supporting learners			
L11 Enable learning through demonstrations and instruction	L11.1 d and h L11.2 c and e						Units should show knowledge of effective practice	
L12 Enable learning through coaching	L12.1 Pc f L12.2 c and f							
L13 Enable group learning								
Plus 2 Optional Units from:								
L4 Design learning programmes				L4.1 Pcs a –e L4.2 Pc e		Ref mandatory units		
L7 Prepare & develop resources to support learning		L7.1 Pcs h and J L7.2 Pcs a - e		L7.1 Pc e		Ref mandatory units		

Mapping of SVQ Level 3 in Learning and Development against Level 1 PLQ (S.S) Standards (continued)

PLQ Standards								
	Establish effective working relationships	Facilitate learning	Assessment and accountability	Evaluate learning	Create an environment for learning	Context of practice	Evidence based practice	Leadership
L14 Support learners by mentoring in the workplace	L14.2 Pc a	Complete unit match			As per L10, L11 etc	Ref mandatory units	Comments as per L11 and L12	
L15 Support and advise individual learners	L15.1 Pc g	L5.1 Pcs a - h L5.2 Pcs a - h	15.2 Pc b		L15.1 Pcs a – h L15.2 Pcs a - h	Ref mandatory units		
L20 Support competence achieved in the workplace	L20.2 PC d	L20.1 Pcs a – j L20 2 Pcs a - h	L20.1 Pcs a – J L20.2 Pcs a – h		L20.2 Pcs c, d, f			
L23 Support how basic skills are delivered in the workplace						Ref mandatory units		
L24 Support people learning basic skills in the workplace	L24.1 Pc b	24.1 Pcs a – g 24.2 Pcs a - h				Ref mandatory units		
A1 Assess candidates using a range of methods	A1.3 PC b		A1, all PCs			Ref mandatory units	Research and inquiry through CPD	
A2 Assess candidates performance through observation			A2, all PCs			Ref mandatory units	Research and inquiry through CPD	

Mapping of SVQ Level 4 in Learning & Development against Level 1 PLQ(S.S) Standards

PLQ Standards								
	Establish effective working relationships	Facilitate learning	Assessment and accountability	Evaluate learning	Create an environment for learning	Context of practice	Evidence based practice	Leadership
Mandatory Units:								
G2 Contribute to learning within the organisation		G2.3, PCs a – g		G3.1, PCs a- f	G2.2, PCs a – g	All work-place learning is or should be focused around company policy, procedures, guidance and legislation. All units are in context of the above statement	G2.1, PCs a–f	G2, all PCs
G3 Evaluate and develop own practice	G3.1, PCb				G3.1, PCs a- f G3.2, PCs a – e		G3.1, PCs a–f G3.2, PCs a, c	
L4 Design learning programmes				L4.1, PCs a – e L4.2, PC e				
L5 Agree learning programmes with learners	L5.1, PCa – h L5.3 PCa – h	L5.1 b and d L5.2 c and g						L5, all PCs
L8 Manage the contribution of other people to the learning process					L8.2, PCs a – d		L8.3PCs a – f	L8, all PCs
L9 Create a climate that promotes learning	L9.1, PC a –g	L9.2 a –f			L9.3, all PCs		L9.2 PC a – f	L9.2, PCs a –f
L17 Evaluate and improve learning and development programmes				L17, all PCs			L17. 2, PCs a – g	

Mapping of SVQ Level 4 in Learning and Development against Level 1 PLQ (S.S) Standards – Continued

	Establish effective working relationships	Facilitate learning	Assessment and accountability	Evaluate learning	Create an environment for learning	Context of practice	Evidence based practice	Leadership
Either L3 or L2								
L3 Identify individual learning aims and programmes	L3.1, PC f and g	L3.1 PCs a –f L3.2, PCs a –l			L3.1, PCs a - f L3.2, PCs a – l	As above		L3.2, PCs a - f
L2 Identify the learning and development needs of the organisation				L2.1 Pc d			L2.1 PCs a – h	
Plus 4 Optional Units from:								
L7 Prepare and develop resources to support learning				L7.1, PC e		As mandatory units		
L13 Enable group learning		L13, all PCs			L13, all PCs	As mandatory units		
L14 Support learners by Mentoring in the workplace	L14.2, PC a –g	L14, all PCs				As mandatory units		L14, all PCs
L15 Support and advise individual learners	L15.1, PC c, f, g	L15, all PCs	L15.2, PC b L15.1, PC e			As mandatory units		L15, all PCs
L16 Monitor and review progress with learners	L16.1 PC c and e	L16, all PCs	L16.1, PCs a - h		L16, all PCs			

L18 Respond to changes in learning and development		L18.2, all PCs		L18.3, PCs a –h			L18.1, PCs a -f	
L19 Provide learning and development in international settings		L19.3, PCs a – h L19.4, PCs a – m						
L21 Plan how to provide basic skills in the workplace								
L22 Introduce training for basic skills in the workplace	L22.2 PC b							
A1 Assess candidates using a range of methods	A1.3, PC b		A1, all PCs					
A2 Assess candidates performance through observation			A2, all PCs					
V1 Conduct internal quality assurance of the assessment process	PC							PC

Mapping of SVQ Level 4 in Learning and Development against Level 2 PLQ (S.S) Standards

PLQ Standards								
	Establish effective working relationships	Facilitate learning	Assessment and accountability	Evaluate learning	Create an environment for learning	Context of practice	Evidence based practice	Leadership
Mandatory Units:								
G2 Contribute to learning within the organisation	G2.3, PCs a,b,f, g	G2.3, PCs a – g			G2, all PCs	All work-place learning is or should be focused around company policy, procedure s, guidance and legislation . All units are in context of the above statement	G2.1, PCs a–f	G2, all PCs
G3 Evaluate and develop own practice			G3.2, all PCs	G3.1, PCs a - f	G3.1, PCs a –f G3.2, PCs a– e		G3.1, PCs a–f G3.2, PCs a, c	
L4 Design learning programmes				L4.2, PCe				
L5 Agree learning programmes with learners		L5.1 PCs a, b and f			L5.1, PC a L5.2, PC g, h			L5, all PCs
L8 Manage the contribution of other people to the learning process				L8.3, PCs b,d and e	L8.3, PC b		L8.3PCs a – f	L8, all PCs
L9 Create a climate that promotes learning	L9.1, PC a –g	L9.2, PCs a – f			L9.3, all PCs		L9.2 PC a – f	L9.2, PCs a -f
L17 Evaluate and improve learning and development programmes				L17, all PCs	L17, all PCs		L17. 2, PCs a – g	
L3 Identify individual learning aims and programmes	L3.1, PCs a –f L3.2, PCs d and h	L3.1, PCs a–f L3.2, PCs a–l		L3, all PCs	L3, all PCs	As above		L3.2, PCs a - f
L2 Identify the learning & development needs of the organisation	L2.2 PCs b and f						L2.1 PCs a – h	

Mapping of SVQ Level 4 in Learning and Development against Level 2 PLQ (S.S) Standards (continued)

	Establish effective working relationships	Facilitate learning	Assessment and accountability	Evaluate learning	Create an environment for learning	Context of practice	Evidence based practice	Leadership
L7 Prepare and develop resources to support learning				L7.1, PC e		As mandatory units		
L13 Enable group learning					L13.2, all PCs	As mandatory units		
L14 Support learners by mentoring in the workplace	L14.2 PCs a – g	L14, all PCs				As mandatory units		L14, all PCs
L15 Support and advise individual learners	L15.1 PC g	L15, all PCs	L15.1, PC e L15.2, PC b			As mandatory units		L15, all PCs
L16 Monitor and review progress with learners	L16.1 PCs c and e	L16, all PCs	L16.1, PCs a - h		L16, all PCs			
L18 Respond to changes in learning and development		L18.2, all PCs		L18.3, PCs a –h			L18.1, PCs a -f	
L19 Provide learning and development in international settings		L19.3, PCs a – h						

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L21 Plan how to provide basic skills in the workplace								
L22 Introduce training for basic skills in the workplace	L22.2 PC b							
A1 Assess candidates using a range of methods	A1.3, PC b	A1.3, PC b	A1, all PCs					
A2 Assess candidates performance through observation			A2, all PCs					
V1 Conduct internal quality assurance of the assessment process	PC							PC

Mapping of the HNC in Learning and Development against Level 1 PLQ (S.S) Standards

PLQ Standard	Establish effective working relationships	Facilitate learning	Assessment and accountability	Evaluate learning	Create an environment for learning	Context of practice	Evidence based practice	Leadership
Mandatory Units:								
1 Identifying Learning Needs						All units should be focused around company policy, procedures, guidance and legislation		03
2 Planning, design and delivery of learning								
3 Supporting Learner development	02							02
4 Evaluating learning				02 and 03	01			
5 Evaluating own practice and planning for self-development					01, 02, 03		01, 02, 03	
6 Graded Unit 1								
7 Competence based assessment			02 and 03					03
8 Non-competence based assessment								

Mapping of the HNC in Learning and Development against Level 1 PLQ (S.S) Standards (continued)

PLQ Standard	Establish effective working relationships	Facilitate learning	Assessment and accountability	Evaluate learning	Create an environment for learning	Context of practice	Evidence based practice	Leadership
9 An introduction								
10 Planning and managing training programmes								
11 Facilitating group learning		O2 and O3						
12 Coaching skills		O2						
13 Mentoring	O3	O2 and O3						
14 Learning processes								
15 Quality Assuring the assessment process								
16 Online learning selection and use								
17 Online learning Design and preparation								
18 IT Applications								

Guidance on credit transfer between the old and current HNC in Learning and Development

The following credit transfer arrangements show how candidates may transfer from the 'old' HNC Training and Development to the revised HNC Learning and Development if they wish. This will ONLY be available to candidates who are already registered on the HNC Training and Development (Group Award code G1E2 15) and have already completed Units of the award. This option should NOT be offered to any candidates registering for the first time, who should be opting for the HNC Learning and Development.

For the academic years (session 2005/6 and 2006/7) candidates with Units of the Group Award G1E2 15 HNC Training and Development should be permitted to achieve the appropriate revised Units of the HNC Learning and Development by credit transfer. (See table below for details). To achieve the revised award, however, candidates must satisfy all other conditions of award of the HNC Learning and Development including the exit Core Skills profile and the appropriate number of credits at the required SCQF level. Out with the two years centres may, using the professional judgement of their assessors develop an accreditation of prior learning claim on behalf of candidates.

Predecessor Unit	Unit in the new Framework
A6XL 04 <i>Identification of Individual Learning Needs</i>	DN3G 34 <i>Learning and Development: Identifying Learning Need</i>
Credit transfer: Automatically awarded at 1 credit	
A6XN 04 <i>Planning Design and Delivery of Training</i>	DN3N 34 <i>Learning and Development: Planning, Design and Delivery of Learning</i>
Credit transfer: Automatically awarded at 2 credits	
A6XP 04 <i>Evaluation of a Training Programme</i>	DN3D 34 <i>Learning and Development: Evaluating Learning</i>
Credit transfer: Automatically awarded at 1 credit	
A6XS 04 <i>Supporting Learner Development</i>	DN3R 34 <i>Learning and Development: Supporting Learner Development</i>
Credit transfer: Automatically awarded at 1 credit	
DA3F 04 <i>Assessment and Moderation</i>	DN3C 34 <i>Learning and Development: Competence-based assessment</i>
Credit transfer: Automatically awarded at 1 credit	
A6XM 04 <i>Planning and Design of Strategies and Training Programmes</i>	DN3M 34 <i>Learning and Development: Planning and Managing Training Programmes</i>
Credit transfer: Automatically awarded at 1 credit	

In addition the following work based Units qualify for automatic credit transfer

Work based Unit	Unit in the new Framework
D94L 04 <i>Assess candidates using a range of methods</i>	DN3C 34 <i>Learning and Development: Competence-based assessment</i>
Credit transfer: Automatically awarded at 1 credit	
D94P 04 <i>Conduct quality assurance of the assessment process</i>	DN3D 34 <i>Learning and Development: Quality Assuring the Assessment Process</i>
Credit transfer: Automatically awarded at 1 credit	

Award map of: SVQ 3 Health and Social Care (Adults) and SVQ 3 Health and Social Care (Children and Young People) (both 64 SCQF Points at Level 7) to Stage 1 (Level 7) Standards of PLQ(SS)

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate Learning	Assessment and accountability	Evaluate learning
<p>Mandatory units HSC31; HSC32 and HSC33 Can provide knowledge evidence of the context and setting within which they operate; the wider inter-professional context within which they work; skills evidence reflect on and consider their own role in building effective relationships but not specific to the learning environment; actively listen and practice as a role model for safe and effective practice. Additional evidence in relation to own roles and responsibilities in relation to learning is required.</p> <p><u>Additional evidence out-with the source award should be considered to evidence their own roles and responsibilities in relation to learning and may be within the source award.</u></p>	<p>Mandatory unit HSC33 provides some evidence of knowledge of the systems for supporting and assessing learners in the organisations and potentially the learning opportunities within their own setting HSC31 may provide skills evidence to be able to explain a range of approaches and ideas particular to their setting. Additional evidence to facilitate learning for a range of learners, encouraging learning opportunities and providing support to maximise individual potential and innovation is required. <i>HSC33 KE 11 may provide evidence of approaches to learning and the ability to transfer to new contexts</i> <u>Additional evidence out-with the source award should be considered</u></p>	<p>Mandatory units HSC33 and HSC35 (Adults) or HSC34 (C&YP) provide evidence of knowledge and practice competence of SSSC Codes of Practice and how to receive constructive feedback e.g. in supervision but not specific to contribute to the assessment process of learners and using appropriate assessment frameworks HSC31 provides some evidence towards demonstrating the ability to gather and present information.</p> <p><u>Additional evidence out-with the source award should be considered</u></p>	<p>Mandatory unit HSC33 provides some evidence of contributing to the evaluation of learning in practice. This unit also provides practice evidence during practice experience during Supervision sessions of skills evidence; seek and utilise feedback. Additional evidence in relation to demonstrating skills and outcomes in relation to supporting learners is required.</p> <p><u>Additional evidence out-with the source award should be considered to evidence supporting learners to evaluate learning</u></p>

The PLQ(SS) Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
<p>Mandatory unit HSC33 provides some evidence of contributing to the creation of a learning environment that enables and supports learning for self but not specifically about supporting the learning of others. HSC33 provides evidence of knowledge and skills of and a commitment to the CPD process, how to access information, advice, support and knowledge.</p> <p>HSC35 provides evidence of an awareness of the power differences inherent within relationships with people we support but not specifically within a learning relationship</p> <p><u>Additional evidence out-with the source award should be considered</u></p>	<p>The combined mandatory units provide evidence of knowledge and practice competence of relevant legislation, policies and guidance. Additional evidence is required to translate this to support others in their learning about relevant legislation, policy and guidance</p> <p><u>Additional evidence out-with the source award should be considered</u></p>	<p>The combined mandatory units provide knowledge evidence of how research and enquiry can inform practice. HSC33 provides practice competence to build and develop their own CPD; apply research and inquiry in their own work but not specifically to the work of others. This unit may provide evidence of working together with others to share learning.</p> <p><u>Additional evidence out-with the source award should be considered to demonstrate knowledge of the principles and practice of evidence based practice and inquiry to inform and improve practice is required</u></p>	<p>All mandatory units provide some knowledge evidence e.g. an awareness of; how services are delivered; support networks available within their own settings. Skills evidence; an understanding of own role and others.</p> <p><u>Additional evidence out-with the source award should be considered in relation to leadership skills to help others learn</u></p>

Additional comments SVQ 3 Health and Social Care (Adults) and (Children and Young People)

You can access further information about this Award at <http://www.sqa.org.uk/sqa/4025.html>

Although the Award does not offer evidence of credit transfer for the Standards, there is clear opportunity to demonstrate RPL evidence towards meeting the Standards.

Candidates can demonstrate RPL evidence within the 4 mandatory units of this Award towards all of the 8 Standards. Additional evidence outwith the Award may be required for all Standards.

The skills, knowledge and practice competences for all Standards are evidenced in generic terms but not specifically to the learning environment. Underpinning the role of a care worker is the ability to facilitate the process of growth and development with the people you support. Such skills are transferable to the learning environment. Candidates would need to be able to demonstrate that they could transfer the skills, knowledge and practice to a learning situation. This could be achieved in several ways such as;

- a) Become a mentor for a learner
- b) If your job role requires you to support learners you could submit some or all of the following; expert witness or witness testimonies from your
Line Manager, colleagues, service users, the learner; complete Reflective Accounts of your practice;
- c) If you have the A or D units and are a SVQ Workplace practice Assessor, you can combine evidence from both.

Option units that may provide additional support include;

SVQ 3 Health and Social Care (Adults) - The unit code number indicates the National Occupational Standards unit code

- HSC328 Contribute to care planning and review. Some knowledge, skills and practice evidence of assessment, plan and review. Not specifically to a learning environment but clearly a facilitative role that will may include some elements of learning.
- HSC332 Support the social, emotional and identify needs of individuals. Provides some additional evidence of a facilitating role but not specifically to the learning environment. Additional evidence would be required to demonstrate transference to a learning situation.
- HSC347 Help individuals to access employment. This unit provides some knowledge, skills and practice evidence to support people to identify; current skills; skills gaps, bridging the skills gaps including additional learning and support to access employment. This unit is within the SVQ 3 Health and Social Care (Children and Young People) Award
- HSC348 Help individuals to access learning, training and development opportunities KE 13 a and b are specific to the learning environment providing evidence towards facilitating learning. This unit is within the SVQ 3 Health and Social Care (Children and Young People) Award
- HSC3105 Contribute to the recruitment and placement of volunteers – Discuss volunteer roles and help to assess their suitability - some evidence of assessing (PC 2.4) This unit is within the SVQ 3 Health and Social Care (Children and Young People) Award
- HSC3106 Plan, organise and monitor the work of volunteers. There is a reasonable amount of KE and PC evidence of supporting volunteers within a learning framework. This unit is within the SVQ 3 Health and Social Care (Children and Young People) Award
- HSC3107 Lead and motivate volunteers. Brief volunteers on work role and responsibilities; help volunteers to solve problems and debrief and give feedback to volunteers provides additional skills, knowledge and practice evidence towards all 8 Standards. This unit is within the SVQ 3 Health and Social Care (Children and Young People) Award
- HSC3109 Facilitate group learning – manage group dynamics and facilitate collaborative learning. This unit provides clear evidence of supporting people within a learning environment and provides some evidence towards all 8 Standards. This unit is within the SVQ 3 Health and Social Care (Children and Young People) Award

SVQ 3 Health and Social Care (Children and Young People) - The unit code number indicates the National Occupational Standards unit code

- HSC36 Contribute to the assessment of children and young peoples' needs and the development of care plans. Some knowledge, skills and practice evidence of assessment, plan and review. Not specifically to a learning environment but clearly a facilitative role that will may include some elements of learning.
- HSC37 Plan, agree and implement development activities to meet individual needs – Identify, encourage, evaluate and review the effectiveness of development activities could be transferred to the learning environment. Additional evidence would strengthen the claim e.g. RA, witness testimony etc.
- HSC39 Support children and young people to achieve their educational potential – identify and develop educational aspirations; identify and develop educational opportunities and provide support to carry out educational activities. This unit provides evidence of supporting people within a learning environment and provides some evidence towards all 8 Standards

All provide some knowledge, skills and practice evidence towards supporting children and young people in a learning environment.

Award map of: SVQ 3 Early Years Care and Education (not SCQF Levelled) against Stage 1 (Level 7) Standards of the PLQ(SS)

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate Learning	Assessment and accountability	Evaluate learning
<p>The mandatory units provide knowledge evidence of the context and setting within which they operate and skill evidence of communicating effectively with others; actively listening in relation to supporting children's learning and development but not specifically to the practice learning environment</p> <p>Some of the option units may provide additional evidence to support RPL claims</p> <p>B73604 or M6 Option unit Work with other professionals: provides knowledge evidence of the wider inter-professional context within which they work.</p> <p>B73804 or M20 Inform management committee Policies and Procedures: provides knowledge evidence of the context and setting within which they operate; skills evidence of communicating effectively with others.</p>	<p>B73A04 or P5 Involve parents in group activities provides skill evidence of the using their own experience to help others learn.</p> <p>The mandatory units provide knowledge evidence of how children learn but not how adults learn. Some of this could be transferable.</p>	<p>The Mandatory units provide knowledge and skill evidence of the assessment process; SSSC Codes of Practice and skill evidence of the ability to gather and present information in relation to children but not specifically to practice learning;</p> <p>Mandatory unit: AK8K04 or C16 provides knowledge evidence of the assessment process in relation to children. <i>It may be transferable to practice learning.</i></p>	<p>B72X04 Plan, implement and evaluate learning activities and experiences provides knowledge evidence of the evaluations process in relation to children's curriculum but not specifically to the practice learning environment. The combined mandatory and option units provide knowledge evidence of how to communicate information effectively with others and skill evidence to gather and collate information within the early years framework but not specifically to practice learning</p>

The PLQ(SS) Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
The combined mandatory units provide knowledge evidence of factors involved in creating a supportive learning environment for children but not specifically for practice learning and how to access information, advice, support and knowledge in relation to the work role.	<p>The combined mandatory units provide knowledge evidence of an awareness of relevant legislation, policies and guidance. They provide skill evidence that practice is within appropriate policy and practice guidance.</p> <p><u>Additional evidence is required to demonstrate the support of others in their learning about policies etc.</u></p>	<p><u>Additional evidence out-with the source award should be considered to demonstrate knowledge of the principles and practice of evidence based practice and inquiry to inform and improve practice is required</u></p>	<p>The combined mandatory units provide knowledge evidence of an awareness of how services are delivered within their own setting; skills evidence of communication skills; an understanding of their own role and the role of others; effective and constructive feedback skills in relation to children but not specifically practice learning. <i>An awareness of support networks available to their own setting may be further evidenced in the source award.</i></p> <p><u>Additional evidence out-with the source award should be considered to demonstrate knowledge of leadership styles and their effect on individuals.</u></p>

Additional comments: SVQ 3 Early Years Care and Education

There are 14 units within this award of which 11 are Mandatory and a choice of 3 Options. There is clear evidence of knowledge and skills in relation to the learning environment for children. Further investigation may provide opportunities of transferring this knowledge to practice learning.

Award map of: SVQ 3 Children's Care Learning and Development (72 SCQF Points at Level 7) against Stage 1 (Level 7) Standards of PLQ(SS)

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate Learning	Assessment and accountability	Evaluate learning
<p>Mandatory units: CCLD301 provides knowledge and skills evidence in relation to children and adults within a learning and development environment and skills evidence; actively listen and communicate effectively with others. CCLD304 provides skills evidence of reflect on and consider their own role in building effective relationships. CCLD302 provides Practice evidence to act as a role model for safe and effective practice</p> <p><u>Evidence out-with the source award should be considered for practice evidence to support others in their learning e.g. supervising or mentoring a student on practice placement. This could be supported by RA; expert witness testimony etc</u></p>	<p>CCLD303 provides evidence of development for children but not specifically learning for adults. CCLD304 could provide knowledge evidence learning opportunities within their own work setting.</p> <p><u>Evidence out-with the source award should be considered for practice evidence to support others in their learning e.g. supervising or mentoring a student on practice placement. This would demonstrate skills knowledge to use their own experience to help others learn and practice evidence to share their own knowledge and skills to enable others to learn in practice settings</u></p>	<p>CCLD303 KE 7 and PC 3 (all) provides some evidence of the assessment process and some skills evidence of the ability to gather and present information. CCLD304 could provide knowledge evidence of SSSC Codes of Practice.</p> <p><u>Evidence out-with the source award should be considered for practice evidence to support others in their learning e.g. supervising or mentoring a student on practice placement. This could demonstrate knowledge of the assessment process; skills evidence of giving constructive feedback and practice evidence to provide feedback to others in learning situations.</u></p>	<p>CCLD303 provides evidence of skills and knowledge required to assess, plan, implement and evaluate learning and development programmes for children and young people but not specifically adults. CCLD304 provides evidence of skills seek and utilise feedback for self but not others. CCLD303 provides knowledge evidence to communicate information effectively KE 3, 5, 6skills evidence to gather and collate information;</p> <p><u>Evidence out-with the source award should be considered for practice evidence to support others in their learning e.g. supervising or mentoring a student on practice placement. This could provide additional knowledge evidence to communicate information effectively; skills evidence to gather and collate information and give feedback timeously and practice evidence to support learners to make evaluate their learning</u></p>

The PLQ(SS) Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
<p>Mandatory unit: CCLD304 Reflect and develop your practice provides knowledge evidence of CPD, how to access information advice, support and knowledge; skills evidence of own CPD and practice evidence of Commitment to CPD to enhance own learning and an awareness of power differences (also in CCLD305) in relation to children and young people but not specifically to the learning environment. CCLD303 provides knowledge evidence of how to access information, advise and support and factors involved in creating a supportive learning environment.</p> <p><u>Evidence out-with the source award should be considered for practice evidence to support others in their learning e.g. supervising or mentoring a learner on practice placement. This could be supported by expert witness testimony; RA etc</u></p>	<p>Mandatory units provides some knowledge evidence of an awareness of relevant legislation, policies and guidance and skills evidence that practice is within the appropriate policy and practice guidance. Additional evidence would be required to support transference to adult learning within the workplace.</p> <p><u>Evidence out-with the source award should be considered for practice evidence to support others in their learning about legislation.</u></p> <p><i>There are 2 option units that may provide evidence of Credit Transfer for some of the PLQ Standards</i></p>	<p>CCLD304 provides skills evidence to build and develop work to help evidence their own CPD; knowledge evidence of how research and inquiry can inform practice.</p> <p><u>Evidence out-with the source award should be considered for knowledge of the inquiry process and systems; skills evidence to work together to share learning and some evidence of applying research and inquiry to the work of others.</u></p>	<p>Mandatory units provide evidence of knowledge of how services are delivered within their own setting; an awareness of support networks available to their own setting and individually; skills evidence of communication skills and an understanding of own role and others.</p> <p><u>Evidence out-with the source award should be considered for knowledge and practice of leadership skills in a learning context</u></p>

Additional comments: SVQ 3 Children's Care Learning and Development. The unit code number indicates the National Occupational Standards unit code (CCLD Children's Care Learning and Development)

The 5 mandatory units within this Award provide RPL opportunities within all of the 8 standards. Transferring the skills, knowledge and practice to adult learning situations is required. This can be achieved in various ways including; supervising or mentoring a learner. There may also be gaps in knowledge in relation to adult learning that would strengthen practice competence.

- CCLD301 Develop and promote positive relationships
- CCLD302 Develop and maintain a healthy, safe and secure environment for children

- CCLD303 Promote children's development
- CCLD304 Reflect and develop practice
- CCLD305 Protect and promote children's rights

The following option units may provide additional evidence. There are **two Option units** that specifically support learning within the workplace and could provide evidence of credit transfer

- **CCLD344 Enable individual learning through coaching.** This unit provides evidence of facilitating adult learners within the workplace. Completion of the mandatory units and this option unit could provide evidence of Credit Transfer for the following; PLQ Standards. Establish Effective working relationships; Facilitate learning; Create an environment for learning
- RPL opportunities within PLQ Standards; Assessment and accountability; Evaluate learning; Context of Practice Evidenced based practice and Leadership.
- **CCLD343 Support learners by mentoring in the workplace.** This unit provides RPL evidence towards all of the PLQ Standards. The role is of mentor and not facilitator. In this respect it falls short of achieving Credit transfer for PLQ Standards. However, if the candidate, as part of their job role provides evidence of both mentoring and facilitation of learning then they could claim substantive RPL. There are knowledge gaps such as; the wider inter-professional context within which they work; how people learn, the assessment process; an awareness of relevant legislation, policies and guidance; an awareness of the inquiry processes and systems and an awareness of leadership styles and their effect on individuals and organisations.
- CCLD306 Plan and organise environments for children and families KE 21 the importance of ensuring adults who work with children are suitable according to regulatory requirements. Additional evidence within this unit is evidenced in the mandatory units
- CCLD308 Promote children's well-being and resilience. Although this is specifically about children, the principles and values within this unit apply to adult learning situations e.g. KE 5 – 13 are all about being sensitive to the learner; risk taking, achievement and self esteem.
- CCLD309 Plan and implement curriculum frameworks for early education. Limited evidence here in relation to the adult learning environment
- CCLD310 Assess children's progress according to curriculum frameworks for early education. Provides practice evidence of research relevant information from national and local curriculum documents to base assessments in children. This could provide evidence towards the PLQ Standard
- Evidence Based Practice. Additional evidence such as; working as a team to devise assessment; knowledge and practice of formative and summative assessments; identifying roles of self and others and working with families and others to inform them of the results of the assessments
- and to identify areas for improving practice, is relevant in relation to children but would need to be able to demonstrate the transference to adult learning situations.
- CCLD311 Provide leadership for your team. This unit provides knowledge, skills and practice evidence for all areas within the PLQ Leadership Standard. The leadership skills are used to help children learn but not specifically about helping adults learn in the workplace. Some additional evidence would need to be provided to support this.

- CCLD315 Contribute to supporting parents with literacy, numeracy and language needs. This unit, supported by the mandatory units could provide some evidence about adult learning environments. It is about contributing to the support and recognised that they are a link to other agencies who will deliver the learning.
- CCLD322 Empower families through the development of parenting skills. This is an interesting unit where there is evidence of providing a supportive / mentoring role and act as a role model to parents to demonstrate play activities.
- CCLD329 Work with a management committee. Outcomes 1 and 2 could provide evidence of PLQ Standard; Context of Practice knowledge and skills evidence; Establish effective working relationships knowledge evidence – the context and setting within which they operate and wider inter-professional context within which they work.
- CCLD332 Involve families in the childcare setting. Outcome 2 (encourage families to attend and participate in groups) could be used as evidence to support the transference of skills to an adult support / participation / learning environment.
- CCLD333 Recruit, select and keep colleagues. This unit could provide some evidence of PLQ Standard; Leadership. Involvement with staff during induction could provide evidence of supporting learners within practice settings.
- CCLD335 Allocate and check work in your team. This unit, could provide additional evidence for all 8 PLQ Standards. The role of checking work requires mentoring, support, giving feedback, contributes to CPD within the workplace.
- CCLD338 Develop productive working relationships with colleagues. This unit provides a sound knowledge of the job role; SSSC Codes of practice; teamwork; values and culture; power, influence and politics within the organisation; standards of behaviour and performance of self and others and sharing information and resources with others.
- CCLD341 Advise and mentor those implementing quality systems and procedures for the delivery of childcare services. This is very clearly related to supporting / mentoring colleagues within the workplace and could provide some evidence towards PLQ Standards; Establish effective working relationships; act as a role model for safe and effective practice; Facilitate learning; share their knowledge and skills; Assessment and accountability; provide feedback to others is a learning situation and Context of practice; support others in their learning about relevant legislation, policy and guidance.

You can access further information about this Award at <http://www.sqa.org.uk/sqa/4025.html>

Award map of: HNC in Social Care with SVQ (96 SCQF Points at Level 7) against Stage 1 (Level 7) Standards of PLQ (SS)

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards

Establish effective working relationships	Facilitate Learning	Assessment and accountability	Evaluate learning
<p>The SVQ mandatory units; HSC31; HSC32; HSC33 and DH3K34 Social Care Theory; can provide knowledge evidence of the context and setting within which they operate; the wider inter-professional context within which they work; skills evidence reflect on and consider their own role in building effective relationships but not specific to the learning environment; actively listen and practice as a role model for safe and effective practice. Additional evidence in relation to own roles and responsibilities in relation to learning is required.</p> <p><u>Additional evidence out-with the source award should be considered</u></p>	<p>The SVQ mandatory unit HSC33 provides some evidence of knowledge of the systems for supporting and assessing learners in the organisations and potentially the learning opportunities within their own setting HSC31 may provide skills evidence to be able to explain a range of approaches and ideas particular to their setting. Additional evidence to facilitate learning for a range of learners, encouraging learning opportunities and providing support to maximise individual potential and innovation is required. HSC33 KE 11 may provide evidence of approaches to learning and the ability to transfer to new contexts</p> <p><u>Additional evidence out-with the source award should be considered</u></p>	<p>The SVQ mandatory unit HSC33 provides evidence of knowledge and practice competence of SSSC Codes of Practice and how to receive constructive feedback e.g. in supervision but not specific to contribute to the assessment process of learners and using appropriate assessment frameworks. HSC31 provides some evidence towards demonstrating the ability to gather and present information. DH3K34 SCT for P provides additional evidence of knowledge, skills and practice of SSSC Codes. Some of the Assessment methods in this programme require candidates to participate in a Presentation where they work as part of a team; research, gather and present information. <u>Additional evidence out-with the source award should be considered</u></p>	<p>The SVQ mandatory unit HSC33 provides some evidence of contributing to the evaluation of learning in practice. . This unit also provides practice evidence during practice experience during Supervision sessions of skills evidence; seek and utilise feedback. Additional evidence in relation to demonstrating skills and outcomes in relation to supporting learners is required. DHWK34 Social Care Theory provides knowledge evidence of how to communicate information effectively. This is also further evidenced in group presentation; and mind map summative assessment.</p> <p><u>Additional evidence out-with the source award should be considered</u></p>

The PLQ(SS) Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
<p>The SVQ mandatory unit HSC33 provides some evidence of contributing to the creation of a learning environment that enables and supports learning for self but not specifically about supporting the learning of others.</p> <p>HSC33; DH3K34 Social Care Theory provide evidence of knowledge and skills of and a commitment to the CPD process, how to access information, advice, support and knowledge.</p> <p>HSC35; DH3K34 Social Care Theory provide evidence of an awareness of the power differences inherent within relationships with people we support but not specifically within a learning relationship. DH3K34 Social Care Theory; DH3L34 Social Policy; DH3M34 Psychology and DH3N34 Sociology provide some skill evidence of working effectively with others offering a range of support within the range of summative assessments for these units. <u>Additional evidence out-with the source award should be considered</u></p>	<p>The combined SVQ mandatory units and DH3L34 Social Policy provide evidence of knowledge and practice competence of relevant legislation, policies and guidance. Additional evidence is required to translate this to support others in their learning about relevant legislation, policy and guidance.</p> <p><u>Additional evidence out-with the source award should be considered</u></p>	<p>The combined SVQ mandatory units provide knowledge evidence of how research and enquiry can inform practice. HSC33; DH3K34 Social Care Theory and DH3L34 Social Policy provide practice competence to build and develop their own CPD; apply research and inquiry in their work. This unit may provide skills evidence of working together with others to share learning within the range of formative and summative assessments. Additional evidence out-with the source award should be considered to demonstrate knowledge of the principles and practice of evidence based practice and inquiry to inform and improve practice would be useful. It may be evidenced within the source award. Completion of an RA or restricted response question, could evidence this component</p>	<p>The SVQ mandatory units provide some knowledge evidence e.g. an awareness of; how services are delivered; support networks available within their own settings. Skills evidence; an understanding of own role and others.</p> <p>DH3K34 Social Care Theory provides knowledge evidence of leadership styles and their effect on individuals and organisations; an awareness of support networks available to their own setting in relation to Care but not specific to the learning environment; skills knowledge of an understanding of own role and role of others</p> <p><u>Additional evidence out-with the source award should be considered in relation to leadership skills to help others learn</u></p>

Additional comments: HNC in Social Care with SVQ Level 7

You can access further information about this Award at <http://www.sqa.org.uk/sqa/4025.html>

Although the Award does not offer evidence of credit transfer for the Standards, there is clear opportunity to demonstrate RPL evidence towards meeting the Standards.

Candidates can demonstrate RPL evidence within the 3 mandatory SVQ units and 5 mandatory HN units of this Award towards all of the 8 Standards. Additional evidence outwith the Award may be required for all Standards.

The skills, knowledge and practice competences for all Standards are evidenced in generic terms but not specifically to the learning environment. Underpinning the role of a care worker is the ability to facilitate the process of growth and development with the people you support. Such skills are transferable to the learning environment. Candidates would need to be able to demonstrate that they could transfer the skills, knowledge and practice to a learning situation. This could be achieved in several ways such as;

- a) Become a mentor for a learner
- b) If your job role requires you to support learners you could submit some or all of the following; expert witness or witness testimonies from your line Manger, colleagues, service users, the learner; complete Reflective Accounts of your practice;
- c) If you have the A or D units and are a practice Assessor, you can combine evidence from both.

Option units

- SVQ Units: HSC34 Promote the well- being and protection of children and young people or
- HSC35 Promote the well-being and protection of all individuals can provide additional supporting evidence of knowledge and practice in relation to SSSC Codes of practice and knowledge evidence of power differences in relation to the relationship with people we support but not inherent within a learning situation. With a supporting RA, the candidate could demonstrate transference of knowledge or practice to the learning environment.
- DE3R34 Personal Development Planning provides knowledge and practice evidence to; create and maintain a personal development portfolio; implement own personal action plan; monitor and evaluate the plan and its implementation. These are useful tools and could be transferred to support other learners in developing their own CPD Portfolio.
- DV0L35 (Level 8) Managing Resources in Care Services. This unit is within the PDA Care Services Management Award. Outcome 2 Managing Human Resources - evidence requirements; provide a critical evaluation of either the planning and monitoring of staffing requirements in their organisation and explain a sample of the key concepts in professional development and lifelong learning. Substantive knowledge of legislative, policy and good practice requirements; analysis of current job profiles and issues; interviewing and selection of staff; supporting CPD and the learning environment using methods such as; supervision and feedback; identify training needs for individuals and teams; the use of appraisal systems and approaches to career planning. This could provide additional supportive evidence for all 8 PLQ Standards.
- DG5D35 (Level 8) Team working in Care Setting. Could provide additional supporting evidence of leadership knowledge and skills but not specific to leadership within a learning context.
- DH4035 (Level 8) Supervision in Care Settings. This unit is within the PDA Care Services Management Award. All outcomes are relevant within this unit. Outcome 4 'explain how supervision can contribute to development of individual learning; team learning and organisational development' is particularly relevant to the learning environment. This unit could contribute to evidence of PLQ Standards; Leadership; Context of practice; Create an environment for learning; facilitate learning; establish effective working relationships and Evaluate learning.

Award map of: HNC in Early Years Care and Education (96 SCQF Points at Level 7) against Stage 1 (Level 7) Standards of PLQ(SS)

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate Learning	Assessment and accountability	Evaluate learning
<p>DF4Y34 Mandatory practice unit 'Working in early Education and childcare setting' provides an opportunity to analyse how learning takes place; how to plan, organise implement and evaluate learning opportunities in an early years setting.</p> <p>Evidence would be required to demonstrate the transference of knowledge, skills and practice to an adult learning environment. It demonstrates practice competence of acting as a role model for safe and effective practice with children but not specifically for colleagues or adult learners. This unit provides knowledge evidence of the context and setting and wider inter-professional context within which they operate; skills evidence to communicate effectively with others and to act as a role model but not specifically within the adult learning environment. <u>Additional evidence out-with the source award should be considered</u></p>	<p>There is evidence in the mandatory units of knowledge and skills in relation to facilitating learning for children but not facilitating practice learning. The 2nd option unit DF5223 Facilitating play work provides skill evidence to explain a range of approaches and ideas particular to their setting but not specifically to use their own experience to help others learn.</p> <p><u>Additional evidence out-with the source award should be considered</u></p>	<p>DF5034 Mandatory unit; Promote Children and Young People's rights... provides knowledge and skills evidence of SSSC Codes of Practice; charters and national / local policies and values</p> <p>Option unit DF5134 (candidate must choose 1 of 2 units) provides knowledge evidence of the assessment process in relation to children's curriculum but not specifically to practice learning</p> <p><u>Additional evidence out-with the source award should be considered</u></p>	<p>DF4Y34 mandatory unit provides knowledge evidence of how to communicate information effectively. Mandatory unit DF5E34 Graded unit provides skill evidence to gather and collate information. All units provide evidence skills evidence to seek and utilise feedback but not specifically within the practice learning environment. Option unit DF51 34 Curriculum and assessment in an early..... (candidate must choose 1 of 2 units) This unit provides knowledge evidence of the evaluation process in relation to children's curriculum but not specifically to the adult workplace learner. <u>Additional evidence out-with the source award should be considered</u></p>

The PLQ(SS) Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
<p>DF4Y34 (practice unit) Working in early education (outcome 3) demonstrates evidence of analysis in relation to adult interactions with children determining the pace of learning and creating a stimulating, nurturing learning environment. All mandatory and 2 option units provide knowledge evidence of factors involved in creating a supportive learning environment in relation to Children but not specifically to the practice learning environment. Option unit: DG5D35 Team working in a care setting provides some knowledge evidence of the CPD process. Option unit: DE3R34 DPE. This unit provides knowledge evidence of the CPD Process; how to access advice information and support and knowledge; skills evidence of own CPD and practice evidence of demonstrating a commitment to CPD to enhance own knowledge but not specifically knowledge of others. <u>Additional evidence out-with the source award should be considered</u></p>	<p>DF5034 Mandatory unit; Promote Children and Young People's rights provides knowledge and skills evidence of an awareness of legislation, policies and guidance but not supporting others in their learning about legislation etc.</p> <p><u>Additional evidence out-with the source award should be considered</u></p>	<p>DF5234 Mandatory unit Theoretical approaches to development and learning and Option 2 unit DF5334 Facilitating Play work Opportunities provide knowledge of an awareness of how research and inquiry can inform practice and practice evidence in the application of research and inquiry in their work.</p> <p><i>Additional evidence out-with the source award should be considered to demonstrate knowledge of the principles and practice of evidence based practice and inquiry to inform and improve practice would be useful. It may be evidenced within the source award. Completion of an RA or restricted response question, could evidence this component</i></p>	<p>DF4Y34 Working in early education and childcare setting provides knowledge evidence of how services are delivered within their own setting and skills evidence of own role and role of others. Option unit: DG5D35 Team working in Care Settings provides knowledge of leadership styles and their effect on individuals and organisations; skills evidence of communication skills; an understanding of own role and others.</p> <p><u>Additional evidence out-with the source award should be considered to demonstrate knowledge of support networks; leadership styles and their effect on individuals and organisations; effective and constructive feedback skills and practice of using leadership skills to help others learn.</u></p>

Additional comments HNC Early Years Care and Education

You can access further information about this Award at <http://www.sqa.org.uk/sqa/4025.html>

RPL opportunities exist for 7 of the 8 PLQ Standards within the Mandatory units of this Award. Transference to practice learning is required in all Standards.

Option Units

- DF5334 Children and Young People with additional support needs Outcome 2 provides additional knowledge and practice evidence of research and inquiry skills in relation to their own work **but not the work of others**.
- DF5634 Contemporary issues for children and families is a practical research, investigation and presentation unit providing knowledge, skills and practice evidence towards the PLQ Standard: Evidence Based Practice.
- DF5834 Promote language, literacy and numeracy in early education and childcare outcome 2 provides knowledge evidence of PLQ Standard: Assessment and accountability of the assessment process in relation to children but not specifically to adult practice learning.
- DG5D35 Team working in a care setting is identified within the programme map.
- DE3R34 Developing Personal Effectiveness is identified within the programme map.

Award map of: HNC Health Care (96 SCQF Points at Level 7) against Stage 1 (Level 7) Standards of PLQ(SS)

Mapping codes

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Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate Learning	Assessment and accountability	Evaluate learning
<p>FOKA34 Health Care: Practice experience provides knowledge evidence of the context and setting within which they operate and the wider inter-professional context within which they work skills evidence to communicate effectively with others and to actively listen and practice evidence to act as a role model for safe and effective practice.</p> <p>Additional knowledge evidence of own roles and responsibilities in relation to learning is required.</p>	<p>FOKA34 Health Care: Practice experience may provide skills evidence to be able to explain a range of approaches and ideas particular to their setting. This may be evidenced within the range of summative and formative assessments.</p> <p>Additional knowledge evidence of how people learn; the systems for supporting and assessing learners in organisations and the learning opportunities available within their own setting; skills evidence of using their own experience to help others learn</p>	<p>FOKA34 Health Care: Practice experience provides knowledge and skills evidence of SSSC Codes of Practice and ability to gather and present information. <i>Skills evidence of the ability to gather and present information may be evidenced within the range of summative and formative assessments.</i></p> <p>Additional knowledge of the assessment process; skills evidence to give and receive constructive feedback within a learning environment</p>	<p>FOKF34 Graded Unit may provide knowledge evidence of effective communication; skills evidence to gather and collate information and to seek and utilise feedback.</p> <p>Additional knowledge evidence of contribution to the evaluation process in relation to learning; skills evidence of giving feedback.</p>

The PLQ(SS) Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
<p>FOK834 Principles of Health Care Practice Outcome 1 provides knowledge of CPD process. FOKF34 Graded unit provides knowledge evidence of how to access information, knowledge, advice and support. Additional evidence to demonstrate awareness of factors involved in creating a learning environment is required. An RA or expert witness testimony or evidence of supervision and CPD record could support skills and practice evidence of commitment to and participation in CPD. <i>There may be further evidence within the source award to support skills evidence of working effectively with others offering a range of support. Additional evidence of an awareness of power in the learning relationship is required</i></p>	<p>DR3N34 Health Care Policy provides knowledge evidence of relevant legislation, policies and guidance. FOKA34 Health Care: Practice Experience provides skills evidence that practice is within the appropriate policy and practice guidance. Additional evidence required to support others in their learning about policies</p>	<p>FOKF34 The Graded unit demonstrates knowledge of how research and inquiry can inform practice and practice evidence of applying research and inquiry in their own work.</p> <p><i>Within the formative and summative assessment process of this award, candidates may be required to complete group presentations. This provides skills evidence of working together to share learning</i></p> <p>Additional evidence is required to demonstrate knowledge evidence of an awareness of the inquiry processes and systems; skills evidence about how this could be used to develop evidence of CPD. An RA or expert witness testimony or evidence of supervision and CPD record could support the latter</p>	<p>FOKA34: Health care: Practice experience provides knowledge of how services are delivered within their own setting and communication skills and evidence of an understanding of their own role and role of others. Additional knowledge of support network; leadership styles; skills of constructive feedback and practice use of leadership skills to help others learn. <i>This may be evidenced within the source award</i></p>

Additional comments: HNC Health Care

You can access further information about this Award at <http://www.sqa.org.uk/sqa/4025.html>

All units within this award are mandatory. There may be further evidence from within the source award that might contribute to RPL. Further examination would be required with the support of the Mentor or Assessor.

Award map of the: Training of Trainers against Stage 1 (Level 7) Standards of PLQ(SS)

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate Learning	Assessment and accountability	Evaluate learning
<p>All units provide knowledge evidence of their own roles and responsibilities in relation to learning. Additional evidence would be required to establish knowledge evidence of the context and setting and wider inter-professional context within which they operate.</p> <p>The combined units demonstrate skill evidence to level 6, of the ability to reflect on and consider their own role in building effective relationships; communicate effectively with others and to actively listen.</p> <p>Additional evidence would be required to demonstrate the ability to act as a role model for safe and effective practice.</p>	<p>There is knowledge evidence of a theoretical awareness of how people learn. <i>Additional evidence is required to demonstrate the systems for supporting and assessing learners and the learning opportunities available within their own setting.</i> There is skill evidence of the ability to use their own experience to help others learn and be able to explain a range of approaches and ideas to a particular setting. The candidate may be required to validate the currency of this.</p>	<p>There is knowledge evidence of the assessment process; skill evidence of the ability to give constructive feedback and to gather and present information. This is further evidence in the evaluation unit</p> <p>Additional evidence would be required to demonstrate knowledge and skill application of SSSC Codes of Practice.</p>	<p>The evaluation unit provides knowledge and skill evidence of the evaluation process; the ability to communicate information effectively; gather and collate information; seek and utilise feedback and to give feedback timeously and generally contribute information to enable others supporting learners to make judgements on the quality of the learning environment.</p>

The PLQ(SS) Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
<p>The units demonstrate knowledge and evidence of the CPD process; how to access information, advice, support and knowledge and factors involved in creating a supportive learning environment; an awareness of the power differences inherent within a learning situation and skill evidence to; work effectively with others offering a range of support.</p> <p><i>Additional evidence may be required to demonstrate evidence of and a commitment to their own CPD.</i></p>	<p>Knowledge evidence of an awareness of relevant legislation, policies and guidance; skill evidence that practice is within appropriate policy and practice guidance is required and practice competence in supporting others in their learning about relevant legislation, policy and guidance is required.</p>	<p>Knowledge evidence of an awareness of how research and inquiry can inform practice; an awareness of the inquiry process and how to apply research and inquiry in their own is required.</p> <p><i>Skill evidence of the ability to work with others to share learning with others; build and develop own CPD may be required</i></p>	<p>Knowledge evidence of an awareness of how services are delivered within their own setting; support networks available to their own setting and <i>an awareness of leadership; skill evidence to demonstrate an understanding of their own role and role of others is required.</i></p> <p>The units demonstrate skill competence in communication skills and effective and constructive feedback skills</p>

Additional comments Training of Trainers

While the content of this award is very relevant in terms of providing knowledge and skill base, it should be remembered that it is not an equivalent SCQF level.

There potentially could be RPL evidence to support 7 of the 8 PLQ(SS) Stage 1 Standards.

Award map of: PDA Care Services Management (64 SCQF Points at Level 8) against Stage 1 (Level 7) Standards of the PLQ(SS)

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate Learning	Assessment and accountability	Evaluate learning
<p>DH4035 Supervision in Care Settings provides knowledge evidence of the context and setting within which they operate and of the wider inter-professional context; skills evidence to reflect on and consider their own role in building effective relationships; communicate effectively with others and actively listen and practice evidence to act as a role model for safe and effective practice. Outcome 4 of this unit requires candidates to demonstrate ways in which the supervisory relationship contributes to development of individual and team learning and organisational development.</p> <p>The unit: DVOL35 Managing resources in care services Outcome 2 (managing human resources) provides additional evidence to support this Standard. Candidates can achieve Credit transfer for this Standard</p>	<p>DVOL35 Managing resources in care services Outcome 2 (managing human resources) provides knowledge evidence of the systems for supporting and assessing learners and the learning opportunities available in generic terms and specific to their organisation and skills evidence to be able to explain a range of approaches and ideas particular to their setting. This is achieved in the range of formative and summative assessments.</p> <p><i>DH4035 Supervision.... may provide skill evidence to use own experience to help others learn and practice evidence to share their knowledge and skills to enable others to learn in practice settings.</i></p>	<p>DH4035 Supervision....DVOJ35 Managing Policy Procedures in a Care Setting provide knowledge and skills evidence of SSSC Codes of Practice and other relevant codes and guidelines. DVOG35 Graded Unit provides skills evidence of the ability to gather and present information. This is also evidenced in other units within formative and summative assessments. DH4035 Supervision....provides skills evidence of the ability to give and receive constructive feedback. This is evidenced in written assignments and RA's of practice. Additional evidence is required to demonstrate knowledge evidence of the assessment process and practice evidence to provide feedback to others in learning situations and to those who are supporting them, so that learning is effectively assessed. There may be evidence of this within the job role of the candidate.</p>	<p>DH4035 Supervision in Care Settings provides knowledge evidence of how to communicate information effectively; skills evidence to gather and collate information; seek and utilise feedback and give feedback timeously. This is achieved by formative and summative assessments incorporating evidence of practice.</p> <p><i>Additional practice evidence to contribute information to enable others supporting learners to make judgements on the quality of the learning environment may be evidenced in the source award.</i></p> <p><i>If this is evidenced, candidates can achieve Credit transfer for this Standard.</i></p>

The PLQ(SS) Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
<p>DVOL35 Managing resources in care services Outcome 2 (managing human resources) and DH4035 Supervision in Care Settings provide knowledge and skills evidence of the CPD process and commitment to their own CPD and CPD of others; work effectively with others offering a range of support and accessing information, advice, support and knowledge and in creating a supportive learning environment</p> <p>DH4035 Supervision in Care Settings provides evidence of an awareness of power differences within the Supervision / learning relationship.</p>	<p>DVOJ35 Managing Policy Procedures in a Care Setting; DVOL35 Managing resources in care services Outcome 2 (managing human resources) and DH4035 Supervision in Care Settings; provide knowledge and skills evidence of an awareness of; and supporting others in their learning about relevant legislation, policies and guidance in general terms and specifically within the learning environment.</p>	<p>DH4035 Supervision in Care Settings provides evidence of understanding theory and models of practice and their application to practice; skills evidence of building and developing work to help evidence their own CPD.</p> <p>The range of formative and summative assessments incorporating group presentations demonstrates skills evidence of working together to share learning.</p> <p><i>Additional knowledge of the inquiry processes and systems may be evident within the source award.</i></p>	<p>Candidates on this programme must choose one of the following two Leadership Option units.</p> <p>DN8535 Effective leadership and management and DVOH35 Leading the Management of Change in Care Settings.</p> <p>Both evidence knowledge evidence of how services are delivered within their own setting; an awareness of leadership styles and their effect on individuals and organisations; skills evidence of an understanding of own role and role of others. The combined mandatory units provide evidence of communication skill. DH4035 Supervision in Care Settings and one of the leadership units provide evidence of using leadership skills to help others learn.</p>

Additional comments: PDA Care Services Management

You can access further information about this Award at <http://www.sqa.org.uk/sqa/4025.html>

There are 4 Mandatory units within this Award and 2 Option units. Combined they contribute to 64 SCQF points at Level 8. The content of the two option units is about Leadership and is a 2 credit unit. Candidates choose which one is more suited to their workplace. Credit transfer is an option for 5 of the PLQ(SS) Standards. There may be additional evidence from within the source award to enable credit transfer of the remaining 3 PLQ(SS) Standards. If not, additional evidence such as; learner support material for; Evidence Based Practice and Assessment and Accountability could provide sufficient knowledge evidence. Reflective Account or witness testimony of the application to practice might be sufficient. Candidates with this award may consider RPL, but not credit transfer, for Stage 2 PLQ (SS) as this PDA is level 8.

Award map of: PDA Early Education and Childcare (64 SCQF Points at Level 8) against Stage 1 (Level 7) Standards of the PLQ(SS)

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate Learning	Assessment and accountability	Evaluate learning
DN8535 Effective leadership and management provides knowledge evidence of their own role and responsibilities in relation to learning; the context and setting within which they operate; skills evidence to reflect on and consider their own role in building effective relationships; actively listen and communicate effectively with others while acting as a role model for safe and effective practice.	DN8535 Effective leadership and management provides knowledge evidence of the systems for supporting and assessing learners in organisations and the learning opportunities available to them; skills evidence to explain a range of approaches and ideas particular to their setting (outcome 2) and to share their own knowledge and skills to enable others to learn in practice settings.	DN1H35 Managing Quality in Early Education and Childcare Settings (outcome 1) provides knowledge and practice evidence of the SSSC Codes of practice; skill evidence to gather and present information (all outcomes) DN8535 Effective leadership and management provides skill evidence of ability to give and receive constructive feedback <i>but not specifically to support learners in assessment</i>	DN8535 Effective leadership and management provides knowledge evidence of how services are delivered within their own setting; an awareness of leadership styles and their effect on individuals and organisations; skills evidence of an understanding of own role and role of others. The combined mandatory units provide evidence of communication skill. DN1H35 Managing Quality in Early Education and Childcare Settings provides evidence to gather and collate information and knowledge evidence of how to communicate information effectively; an awareness of the evaluation process <i>but not specifically within a learning environment</i>

The PLQ(SS) Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
DN8535 Effective leadership and management provides knowledge evidence of the CPD process; factors involved in creating a supportive learning environment. DN8735 Integrated Services for Children and Families; DN1H35 Managing Quality; DN8735 Integrated Services and DN1K35 EECC Graded Unit provide knowledge evidence of how to access information advice, support and knowledge; skills evidence to work effectively with others offering a range of support and evidence of a commitment to their own CPD and others. DN8535 Leadership provides an awareness of power differences inherent within staff relationships and relationships with children and families but not specifically within a learning situation	DN8735 Integrated Services for Children and Families; DN8535 Effective leadership and management and DN1H35 Managing Quality in Early Education and Childcare Settings provide knowledge and skills evidence of relevant legislation, policies and guidance and that practice is within appropriate policy and guidance. DN8535 Effective leadership <i>may provide evidence of supporting others in learning about relevant policy, legislation and guidance.</i>	<p>The combined mandatory units provide knowledge evidence of an awareness of how research and inquiry can inform and be applied to practice.</p> <p>The range of formative and summative assessments incorporating group presentations demonstrates skills evidence of working together to share learning. DN8535 Effective leadership and management provides skills evidence of building and developing their own CPD</p> <p><i>Additional knowledge of the processes and systems of inquiry may be evidenced within the source award possibly within the Graded Unit</i></p>	DN8735 Integrated Services for Children and Families; DN8535 Effective leadership and management and DN1H35 Managing Quality in Early Education and Childcare Settings provide knowledge evidence of how services are delivered within their own setting and an awareness of the support networks available to their own setting. They provide skills evidence of communication skills; effective and constructive feedback skills and an understanding of their own role and the role of others. DN8535 Effective leadership and management provides knowledge evidence of leadership styles and their effect on individuals and organisations. Implicit in this unit is the transference of this to support learning.

Additional comments: PDA Early Education and Childcare

You can access further information about this Award at <http://www.sqa.org.uk/sqa/4025.html>

Credit transfer is accessible to 4 of the 8 PLQ Standards. Evidence for the remaining 4 Standards may be within the source award. Further discussion and investigation by the Mentor or Assessor would help this process.

Option Units.

Group A. Candidates must choose 1 unit within a range of 2.

- DN8935 Manage a Quality Curriculum. This unit provides clear evidence of supporting and managing a learning environment. It is in relation to children but could easily be transferred to practice learning and would provide sufficient combined credit transfer to meet requirements of the PLQ Standards; Context of Practice; Assessment and accountability and evaluate learning.
- DN1L35 Managing the Implementation of the Values and Principles of Play work provides additional evidence to support credit transfer of the PLQ Standard: Evidence based practice.

Group B. Candidates must choose 2 units within a range of 5.

- DN8835 Sociology of childhood provides some additional evidence towards the PLQ Standard: Evidence based practice
- DF5834 Promoting language, literature and numeracy in early education and childcare provides additional evidence to support RPL or potentially credit transfer for the PLQ Standards: Assessment and accountability and evaluate learning. An additional RA, supported by witness testimony, reflecting transference to practice learning would further support a credit transfer claim.
- DN8635 International perspectives in early education and childcare provides additional evidence to support credit transfer of the PLQ Standard; evidence based practice
- DE3R34 Personal Development Planning supports existing RPL and credit transfer claims.

Candidates with this award may consider RPL, but not credit transfer, for Stage 2 PLQ (SS) as this PDA is level 8.

Award map of: SVQ 4 Health and Social Care (Adults) and (Children and Young People) (64 SCQF Points at Level 9) against Stage 2 (Level 9) Standards of the PLQ(SS)

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate Learning	Assessment and accountability	Evaluate learning
Inherent within the mandatory units is evidence of the knowledge; skills and some outcomes including; develop effective working relationships based on mutual trust and respect and some evidence of; providing ongoing and constructive support for those going through the process to facilitate transition from one learning environment to another but it is not fully evidenced within the context of a wider learning environment. <i>Further exploration of this may provide sufficient evidence towards credit transfer.</i> There is evidence of working effectively with difference and diversity in relation to their own practice but not specifically to the learner. If supporting learners is part of their job role, candidates could easily supply an RA or witness testimony to support this element.	HSC43 Take responsibility for the CPD of self and others provides knowledge of learning strategies to support learning of others; knowledge and skill evidence of reflective practice and supervisory process. There is skill evidence working with learners in critically reflecting upon their learning experiences; of utilising a range of learning strategies including supervision, to support learners in practice <i>but it is unclear if the range is fully explored.</i> Additional evidence to select appropriate learning opportunities based on knowledge of learner's stage of learning may be required.	The mandatory units and particularly HSC43 Take responsibility.....provide knowledge evidence of the values inherent in SSSC Codes some understanding of their role within a wider learning context; accountability and responsibility issues associated with different roles within social services. Some skill evidence of recognising and interpreting their role in relation to the wider learning context. Skill evidence that they can integrate appropriate values with colleagues (learners) and support colleagues (learners) take responsibility and are accountable for their work. Additional evidence required to demonstrate contribution to assessment to appropriate SCQF level and to the total assessment process	The mandatory units and particularly HSC43 Take responsibility.....provide knowledge and skill evidence of the role of evaluation but not specifically within the wider learning context. There is some knowledge and skill evidence of how to contribute to determining levels of competence against set standards. There is evidence of the participation of self and peer evaluation to facilitate personal development and contribute to the development of others and some evidence of the contribution to evaluation of learning and assessment ; proposing aspects for change. <i>Further exploration of this may provide further RPL / Credit transfer opportunity.</i>

The PLQ(SS) Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
<p>HSC43 Take responsibility for the CPD of self and others; provides knowledge and skill evidence of methods of determining and interpreting learning needs of self and 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. <i>There is some evidence of contribution to teaching and learning in practice but this should be further explored within the source award.</i></p> <p>HSC45 Develop practice... promote choice etc. provides evidence of an understanding of anti- oppressive practice which acknowledges the power differences within the relationship with service users. HSC43 CPD unit provides further supports this understanding within a learning situation.</p>	<p>The mandatory units provide knowledge evidence of current legislation, policy and guidance and agency policies and procedures appropriate to the work setting and the support of learning within a wider legislative and policy framework; and agency policy and procedural framework. HSC43 CPD of self and others and HSC42 maintenance of health and safety are particularly relevant. The mandatory units provide evidence of acting as a resource to facilitate personal and professional development of others and to set and maintain professional boundaries that are sufficiently flexible for providing services within an inter-professional context.</p>	<p>HSC41 Use and develop methods and systems to communicate, record and report and HSC43 Take responsibility for the CPD of self and others provide knowledge and skill evidence of the meaning and application of evidence based practice in self and others. The combined mandatory units provide skill evidence of what constitutes effective practice within their own service. <i>Additional evidence of how this can be evidenced may be within the source award.</i> Within the mandatory units and specifically within HSC43, there is evidence of using skills and knowledge to support CPD and learning with colleagues. <i>Additional evidence to identify and apply inquiry and evidence based practice may be within the source award.</i></p>	<p>The mandatory units provide knowledge evidence of candidates own service and context; skill evidence to interpret knowledge of service area to meet service needs; introduce learners to colleagues.</p> <p><i>Support of planning learning experiences for learners; providing support to access learning opportunities, providing feedback to those running educational programmes about the effectiveness of learning and assessment in practice may be further evidenced within the source award.</i></p>

Additional comments: SVQ 4 Health and Social Care (Adults) and (Children and Young People) The unit code number indicates the National Occupational Standards unit code

You can access further information about this Award at <http://www.sqa.org.uk/sqa/4025.html>

Candidates are required to complete 8 units of which 4 are mandatory and 4 options within a range of 3 specific and 39 generic units. SVQ Health and Social Care (Adults) and (Children and Young People) share the same mandatory units.

- HSC41 Use and develop methods and systems to communicate, record and report
- HSC42 Contribute to the development and maintenance of healthy and safe practices in the working environment
- HSC43 Take responsibility for the CPD of self and others
- HSC43 Develop practices which promote choice, well-being and protection of individuals.

Option units: SVQ 4 Health and Social Care (Adults)

There may be additional evidence within the option units.

- HSC451 Lead teams to support a quality provision; provides additional evidence to support the PLQ Standard: Leadership

Option units: SVQ 4 Health and Social Care (Children and Young People)

There may be additional evidence within the option units.

- HSC48 Demonstrate a style of leadership that ensures an organisational culture of open and participatory management practice; provides additional evidence to support the PLQ Standard: Leadership.
- HSC451 Lead teams to support a quality provision; provides additional evidence to support the PLQ Standard: Leadership

Award map of: SVQ 4 Early Years Care and Education against Stage 2 (Level 9) Standards of the PLQ(SS) (This award is not SCQF levelled)

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate Learning	Assessment and accountability	Evaluate learning
<p>Mandatory unit EY D7 provides knowledge and skill evidence of the meaning of evidence bases practice and its relevance to learning and what constitutes effective practice within their own setting and how this can be evidenced. Assessment for this unit provides skill evidence of the ability to contribute to the provisions of effective presentations but does not specifically evidence the contribution to support learners in creating an evidence base for practice but may be further evidenced in the source award. There is evidence of working effectively with difference and diversity in relation to their own practice but not specifically to the learner. If supporting learners is part of their job role, candidates could easily supply an RA or witness testimony to support this element.</p>	<p>Mandatory unit EY D7 provides knowledge of reflective practice and supervisory practice but not explicitly about the process of supervision. <i>It may be evident within the source award.</i> Candidate understand and utilise a range of learning strategies when supporting children but <i>further investigation would be required to evidence the transference of this within practice learning.</i></p> <p>It is not clear within this award if the practice of supervision is as integral to practice as it is in a Social Care / Social Work environment. This should be explored further.</p>	<p>The core mandatory (particularly EYD7) and Group A option units provide knowledge and skill evidence of understanding and integrating values within SSSC Code of Practice and National Occupational Standards to practice; knowledge evidence of accountability and responsibility issues associated with different roles within social services. There is evidence of commitment to CPD but not specifically to support learners in practice.</p> <p><i>Additional evidence to demonstrate the application of knowledge and skills within this Standard to support practice learning is required and may be inherent within the source award</i></p>	<p>The core mandatory (particularly EYD7) and Group A option units provide knowledge evidence of the role of evaluation within the wider context of learning and how to contribute to determining levels of competence against set standards both in relation to children and managing human resources. MC1 D4 Provide information to support decision making: provides some form of skill evidence of determining levels of competence against set standards but is not fully explored sufficient to meet this element.</p> <p>Additional evidence of practice application of contribution towards supporting practice learning is required.</p>

The PLQ(SS) Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
<p>The core mandatory (particularly EYD7) and Group A option units provide knowledge evidence of determining and interpreting own learning needs and the learning needs of others; skills evidence to regularly identify and enhance own learning skills and environment. <i>Organisational structures and strategies to support learners within a changing learning environment may be evident within the source award.</i> There is evidence of an understanding of anti-oppressive practice acknowledging power differences inherent in the relationship with children and families but not specifically within a learning situation. Evidencing the transference of this knowledge and practice could be achieved by completing an RA or witness testimony. Further evidence to contribute to practice learning is required.</p>	<p>The core mandatory units particularly EYD7 provide knowledge evidence of current legislation, policy and guidance and organisational policies and procedures appropriate to their own work setting.</p> <p>The core mandatory and Group A option units provide practice evidence of the ability to set and maintain professional boundaries that are sufficiently flexible for providing services within an inter-professional context and recognise wider legislative; policy issues and to support learning within a wider legislative and policy framework; contribute to ensuring staff (incorporating practice learning) practice safely and within current organisational policies and procedures.</p>	<p>The core mandatory (particularly EYD7) and Group A option units provide knowledge evidence of an understanding and application of evidence based practice; an understanding of what constitutes effective practice within their own setting and how this can be evidenced; skills evidence to contribute to the provision of effective presentation.</p> <p><i>Additional evidence is required to demonstrate contribution to supporting learners in creating evidence based practice. This may be evidenced within the source award.</i></p>	<p>The core mandatory (particularly EYD7) and Group A option units provide knowledge evidence of the candidates own setting and context. There is knowledge evidence of organisational systems and networks in general but not specifically to support learners. <i>It may be part of the candidate's job role and evidenced in the context of their duties.</i></p> <p>EYD7 provides skill evidence of the ability to interpret knowledge of service area to meet service needs.</p> <p>Additional evidence is required to support the planning, implementation and evaluation of practice learning.</p>

Additional comments: SVQ 4 Early Years Care and Education. The unit code number indicates the National Occupational Standards unit code EY (Early years) MCI (Management) TDLB (Training and Development)

This award comprises of 10 SVQ Units.

3 Mandatory

4 Options from within a range of 10 specific management units.

3 Option units from a range of any of the following: a) Enhancing quality and quality control (10 units), b) Advanced practice (10 units), c)

General option units (26 units)

The Mandatory unit MC1 Develop your own Resources provides clear evidence of rigorous CPD processes and skills. It is not explicit within this unit, but the skills are transferable to support CPD and learning in others. This may be inherent in the candidates' job role.

Group 1 Option Units

- MCI A2 Manage activities to meet requirements
- MCI A4 Contribute to improvements at work
- MCI C13 Manage the performance of teams and individuals

Group 2 Option Units

- EY D2 Support early years providers to meet their need
- EY D8 Prepare to visit and report on the outcomes of visiting early years setting
- EY D10 Contribute to the enhancement of educational experiences within early years settings
- EY D14 Evaluate the educational provision in early years setting
- EY D15 Provide feedback on quality assurance visits

Group 3 Option Units

- EY D16 Promote improvement through the review of practice
- EY C32 Manage sessions with groups of children
- EY P10 Work with parents to enhance their children's learning and development
- EY C29 Evaluate and use pedagogy and communications techniques
- EY D9 Support organisational development
- MC1 C8 Select Personnel for activities
- EY D17 Maintain consistency and quality of judgement when evaluating provision
- MC1 C10 Develop teams and individuals to enhance performance
- TDLB A22 Identify individual learning needs
- TDLB C26 Support and advise individual learners
- TDLB D21 Assess individuals for non competence based assessment systems
- TDLB D32 Assess candidate performance
- TDLB D33 Assess candidate using differing sources of evidence

Award map of: SVQ 4 Children's Care Learning and Development (72 SCQF Points not SCQF levelled) against Stage 2 (Level 9) Standards of the PLQ(SS)

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate Learning	Assessment and accountability	Evaluate learning
<p>Mandatory unit: CCLD401 Establish and develop working relationships with colleagues provides clear evidence of building relationships and supporting others within and out-with their agency but it does not specifically refer to learners.</p> <p>There is evidence of working effectively with difference and diversity in relation to their own practice but not specifically to the learner.</p> <p>If supporting learners is part of their job role, candidates could easily supply an RA or witness testimony to support this entire Standard for credit transfer purposes</p>	<p>CCLD404 Reflect on, review and develop your own practice; provides knowledge of reflective practice but not specifically about the supervisory process. The combined mandatory units provide evidence of utilising a range of learning strategies to select learning opportunities; strategies to integrate theory and practice and to critically reflect on their own learning experiences and CPD but not specifically supporting learners.</p> <p>Additional knowledge and skill evidence in relation to the Supervision in required.</p>	<p>The combined mandatory units provide knowledge and skill evidence; of the values inherent in SSSC Codes of Practice but not specifically to support learners; knowledge and skill evidence of accountability and responsibility issues associated with different roles within social services but not specifically to support learners. <i>This may be evidenced within their job role</i>. There is clear evidence within the unit; CCLD404 Reflect on,...to demonstrate the ability to foster professional growth and CPD for self and some evidence of supporting others but not specifically within a learning environment. Additional evidence to demonstrate contribution to assessment of learners at appropriate SCQF level and contribute to the total assessment process is required</p>	<p>CCLD404 Reflect on, review and develop your own practice; provides knowledge evidence of the role of evaluation within the wider context of learning.</p> <p>CCLD404 Reflect on, review and develop your own practice; provides some knowledge and skill evidence of participating in self and peer review / evaluation to personal development and contribute to the development of others.</p> <p>Additional evidence is required to demonstrate knowledge and skills of how to contribute to determining levels of competence against set standards; contribute with others to the evaluation of learning in practice.</p>

The PLQ(SS) Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
<p>CCLD404 Reflect on, review and develop your own practice; provides knowledge and skill evidence of methods of determining and interpreting own learning needs but not specifically to others. The combined mandatory units provide knowledge and skill evidence to engage effectively with service users and carers in relation to practice and within their own CPD but not specifically with others. There is knowledge evidence of organisational structures to support CPD which could incorporate the support of others. CCLD404 Reflect on..... provides evidence of contributing to an environment in which effective practice is fostered but not fully developed in relation to implemented, evaluated and disseminated in relation to learners. Additional skill evidence is required to demonstrate contribution to teaching and learning in practice.</p>	<p>CCLD402 Support policies, procedures and practices to safeguard children and ensure their inclusion and well-being and other mandatory units provide knowledge evidence of current legislation, policy and guidance and organisational policy and procedures but not specifically to support learning and practice of others, within this framework.</p> <p><i>There may be evidence that they act as a resource to facilitate CPD of others.</i> There is evidence within the mandatory units and particularly CCLD404 Reflect on, review and develop your own practice to support the practice of setting and maintaining professional boundaries that are sufficiently flexible for providing services within an inter-professional context.</p>	<p>There is evidence within the mandatory units and particularly CCLD404 Reflect on, review and develop your own practice to support; knowledge and skill evidence of the meaning of evidence based practice and its relevance and application to practice and learning for self, but not specifically to support learners; what constitutes effective practice within their own setting and some knowledge of how this can be evidenced and skill evidence of contributing to the provision of effective presentations. <i>Additional evidence may be required to support the contribution to strategies to increase or review the evidence base used to support practice.</i></p>	<p>CCLD404 Reflect on.....provides some knowledge evidence of organisational systems and networks to support their own learning but not specifically to support other learners. The combined mandatory units provide knowledge evidence of their own service and its context; skills evidence of how to interpret knowledge of service area to meet service needs. Additional knowledge evidence is required to demonstrate and understanding of their own leadership style and how this impacts on others; skills application to support the planning of learning experiences to meet learning needs of others; support learners to access learning opportunities and to provide feedback to those running learning programmes.</p>

Additional comments: SVQ 4 Children's Care Learning and Development. The unit code number indicates the National Occupational Standards unit code

You can access further information about this Award at <http://www.sqa.org.uk/sqa/4025.html>

Some or all of the highlighted areas may be part of the candidate's job role. Providing evidence to support this, such as authenticated reflective account of practice or witness testimony, could strengthen the RPL or credit transfer claim.

There are 9 units within this award

4 mandatory Units

- CCLD401 Establish and develop working relationships
- CCLD402 Support policies, procedures and practice to safeguard children and ensure their inclusion and well-being
- CCLD403 Support programmes for the promotion of children's development
- CCLD404 Reflect on, review and develop own practice

5 Options within a range of 29 Units

The following option units may provide additional evidence to support RPL or Credit transfer

- CCLD416 Assess quality assurance schemes against agreed criteria
- CCLD418 Co-ordinate and support the revision of policies, procedures and practice for registration and inspection.
- CLD420 Research and develop an area of practice
- CCLD425 Provide leadership in your area of responsibility
- CCLD426 Encourage innovation in your area of responsibility
- CCLD426 Allocate and monitor the progress and quality of work in your area of responsibility
- CCLD429 Provide learning opportunities for colleagues. In addition to the mandatory units, this unit is particularly relevant and would provide substantive evidence to support Credit transfer for all of the 8 PLQ Standards. Additional minimal evidence would be required to further support the PLQ Leadership standard
- CCLD431 Contribute to the leadership and management of integrated childcare provision

Award map of: SVQ 4 Registered Managers' Award (RMA) (80 SCQF points). This award is not SCQF levelled, against Stage 2 (Level 9) Standards of the PLQ(SS)

Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate Learning	Assessment and accountability	Evaluate learning
<p>There is knowledge and skill evidence to demonstrate the ability to work effectively with difference and diversity and to support and manage staff and teams to practice this but not specifically within a wider learning environment.</p> <p>There is skill evidence of the ability to communicate effectively with a range of individuals and groups orally and in written form but not specifically to support learning.</p> <p>There is evidence of the ability to develop effective working relationships based on mutual trust and respect.</p> <p>Additional evidence is required to demonstrate an understanding of factors that influence how learners integrate into practice settings or to provide ongoing and constructive support to facilitate transition from one learning environment to another.</p>	<p>The mandatory unit MC1/C13 Manage the performance of teams...provides knowledge and skill evidence of reflective practice and the supervisory process.</p> <p>Additional evidence is required to demonstrate knowledge evidence of a range of learning strategies and skill evidence of their application to practice in selecting appropriate learning opportunities to meet individual learning needs; support the selection of appropriate learning strategies to integrate learning from practice and academic experiences and to work with learners in critically reflecting upon their learning experience is required.</p>	<p>The combined mandatory units provide knowledge and skill evidence of the values inherent in the SSSC Codes of Practice and their application to practice; knowledge evidence of accountability and responsibility issues associated with different roles within social services.</p> <p><i>There is evidence of supporting staff to take appropriate responsibility and be accountable for their work but not within a wider learning context.</i></p> <p>Additional evidence is required to demonstrate knowledge evidence of different forms of assessment within SCQF; skill evidence to recognise and interpret their role in assessment in relations to the wider learning context.</p>	<p>There is little evidence within this award to demonstrate knowledge or skill evidence of the role of evaluation within the wider learning context; how to contribute to determining levels of competence against set standards; skill evidence of contributing with others to the evaluation of learning in practice.</p> <p>There is general knowledge and skill evidence of supporting workers in the evaluation / appraisal of their own skills and performance and to identify areas of further development.</p> <p><i>There may be some evidence to demonstrate participation in self and peer evaluation to facilitate personal development and contribute to the development of others.</i></p>

The PLQ(SS) Standards			
Create an environment for learning	Context of practice	Evidence based practice	Leadership
<p>The mandatory unit MC1/C13 Manage the performance of teams and individuals provides skill evidence of the ability to develop effective working relationships based on mutual trust and respect and to provide ongoing and constructive support to team members.</p> <p>Evidence of the application to the learning environment ,of all knowledge and skill competences within this unit, is required. If the candidate has a role in supporting learning and learners within their agency, they may be able to evidence this by providing a Reflective Account of practice supported by e.g. witness testimony.</p>	<p>There is knowledge and skill evidence of relevant current legislation, policy and guidance; organisational policy and procedures appropriate to their own work <i>setting to contribute to ensuring staff practice safely within them</i> but not specifically to the wider learning environment.</p> <p>There is evidence to demonstrate the ability to act as a resource to facilitate personal and professional development of staff but not specifically within a wider learning environment.</p>	<p>There is knowledge evidence of what constitutes effective practice within their own setting and how this can be evidenced.</p> <p>Knowledge of the meaning of evidence based practice and its application and review to practice is required.</p> <p>There is some skill evidence of the ability to contribute to effective presentations.</p>	<p>There is knowledge evidence of their own service and its context; leadership styles and their impact on others; skill evidence to interpret knowledge of service area to meet service needs.</p> <p>Additional knowledge evidence is required to demonstrate understanding of organisational systems and networks necessary to support learners; skill evidence to support the planning; access to learning opportunities and evaluation and feedback of learning provision.</p>

Additional comments: SVQ 4 Registered Manager's Award (RMA) This award is not SCQF levelled

You can access further information about this Award at <http://www.sqa.org.uk/sqa/4025.html>

There are 10 units within this award

4 mandatory units:

- B6XW 04 (03) Develop, maintain and evaluate systems and structures to promote rights, responsibilities and Diversity of people
- HSC411 Manage a service which meets the best possible outcomes for the individual
- MC1 / B3 Manage the use of financial resources
- MC1 / C13 Manage the performance of teams and individuals

6 Options units. At least 1 from the first four groups and 2 from any of the 5 groups

The following option units may provide additional evidence to support RPL or Credit transfer

Manage activities – 6 Units

Manage people and other resources – 6 Units

- RG6 Take responsibility for your business performance and the CPD of self and others
- MC1/C10 Develop teams and individuals to enhance performance

Manage information – 2 Units

Manage Quality – 2 Units

Assessment / Verification – 3 Units

- D32 Assess candidate performance
- D33 Assess candidate performance using differing sources of evidence
- D34 Internally Verify the Assessment Process

Award map of: COSCA Certificate in Counselling Skills (40 SCQF credits at Level 7) to Stage 1 (SCQF Level 7) Standards of PLQ(SS)

Mapping codes:

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate Learning	Assessment and accountability	Evaluate learning
The four modules within this award provide skill evidence of the ability to reflect on and consider their own role in building effective relationships; to actively listen and communicate effectively with others. Additional evidence is required to demonstrate knowledge and skill specific to support practice learning within a social services environment. <u>This may be evidenced within the job role of the candidate.</u>	<u>Additional evidence out with the source award is required to evidence this Standard</u>	<u>Additional evidence out with the source award is required to evidence this Standard</u>	This Award may provide some knowledge evidence to communicate information effectively; skills evidence of giving feedback timeously but not specifically to the learner within a social service environment.

The PLQ(SS) Standards			
Create an environment for Learning	Context of Practice	Evidenced Based Practice	Leadership
There is some skill evidence of own CPD; knowledge and skill evidence of an awareness of power within the helping relationship but not specifically within a learning situation.	<u>Additional evidence out with the source award is required to evidence this Standard</u>	<u>Additional evidence out with the source award is required to evidence this Standard</u>	There is some skill evidence of communication skills; effective and constructive feedback skills but not specifically to support the learner within a social service context.

Additional comments: COSCA Certificate in Counselling Skills

You can access further information from the COSCA website at <http://www.cosca.org.uk/>

Module 1 Content

The theme of Module 1 is Beginnings: Advanced Communication Skills: it introduces the participants to the concepts and skills involved in a counselling approach.

The Module begins with establishing a working agreement and defining a counselling approach. It introduces participants to the practice of attending and responding. It also provides a means of increasing participants' self-awareness. Participants are introduced to the essential qualities of acceptance, genuineness and empathy and trained to practice these qualities. Participants engage in informed discussions on the importance of ethics, in particular confidentiality. The Module concludes with an assessment of participants' integrated practice of the above counselling skills.

Module 2 Content

The theme of Module 2 is Exploration & Expansion.

This Module begins by reviewing Module 1 and looking at participants' expectations for Module 2. It places the concept of structures (beginnings, middles and endings phases) within the counselling approach. It considers the importance of boundaries in the helping relationships when covering beginnings, and focusing, change and challenge when covering middles. It introduces participants to the concept of human emotional attachment and the consequences of losing attachments: loss and re-attachment. Issues regarding sexuality are discussed: participants' understanding, awareness, and its role in the counselling approach. Participants' personal motives and values in their roles as helpers are reviewed. Participants are introduced to working with difference and the ethic of justice is considered within the counselling approach. Endings are reflected on to give participants insight into what it means to end the counselling approach with individuals. The Module concludes with integrated practice of the above skills with video and a review of the personal development of each participant in relation to the content of the Module.

Module 3 Content

The themes of Module 3 are Review & Reflection.

These themes are developed through the inclusion of information about different theoretical perspectives in the counselling/psychotherapy field. The process of increasing and integrating counselling skills and self-awareness is further developed in this Module by the contributions from the different theoretical perspectives.

The Module starts with a review of Modules 1 and 2 and expectations of Module 3. It then gives an overview of the theoretical perspectives in the counselling field before covering the humanistic/existential, psychodynamic and cognitive behavioural perspectives. It also discusses the significance of past experience, genograms, and, under ethics, the ethos of care and power. Spirituality is raised as a means of self-

understanding and that of others. The Module concludes with the video-taping of participants' integrated skills practice and self-reflection on personal development related to this Module

Module 4 Content

The theme of Module 4 is Integration.

The theme of Integration is put together in this Module with information about different theoretical perspectives in the counselling/psychotherapy field. The process of increasing and integrating counselling skills and self-awareness is further developed by the contributions from the different theoretical perspectives.

The Module begins with a review of Module 3 and discusses expectations of Module 4. It presents the Gestalt and Transactional Analysis counselling perspectives. There are 2 units on ethics, one of which again looks at boundaries and the other looks at listeners' responsibilities in the context of the counselling approach. Awareness is raised about issues related to social inclusion in the use of the counselling approach. The Module also raises the issue of stress for users of the counselling approach and for those with whom they work. Skills practice is given much attention in this Module with Units 7-9 dedicated to it. The Module and the course draws to a close with a two-staged approach to a final review of personal development in relation to this Module and the entire course, and ends with a self-evaluation assessment.

All four Modules contains the following strands: skills, knowledge, self-awareness and ethics. These are interwoven throughout the exercises. Further exploration of the themes within each of the modules matched to the candidates' job role may produce additional evidence to support credit transfer or RPL of the Standards within PLQ(SS)

Award map of: COSCA Counselling Supervision Skills Certificate (Part 1) (10 SCQF Credits at Level 8) and Counselling Supervision Certificate (Part 2) (15 SCQF Credits at Level 8 combined) to Stage 1 (SCQF Level 7) Standards of PLQ(SS)

Mapping codes:

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate Learning	Assessment and accountability	Evaluate learning
<p>This award provides skill evidence of the ability to reflect on and consider their own role in building effective relationships; to actively listen and communicate effectively with others.</p> <p>Additional evidence is required to demonstrate knowledge and skill specific to support practice learning within a social services environment. <u>This may be evidenced within the job role of the candidate.</u></p>	<p><u>Additional evidence out with the source award is required to evidence this Standard</u></p>	<p><u>Additional evidence out with the source award is required to evidence this Standard</u></p>	<p>This Award provides some knowledge evidence to communicate information effectively; skills evidence of giving feedback timeously but not specifically to the learner within a social service environment.</p>

The PLQ(SS) Standards			
Create an environment for Learning	Context of Practice	Evidenced Based Practice	Leadership
Additional evidence out with the source award is required to evidence this Standard.	<p>Additional evidence out with the source award is required to evidence this Standard.</p> <p>There may be evidence within the job role of the candidate e.g. if the candidate completed this course as part of their CPD to enhance their skills as a Supervisor within a Social Service context, may provide additional knowledge and skill evidence of relevant legislation, policies and practice guidance.</p>	<p>Additional evidence out with the source award is required to evidence this Standard.</p> <p>There may be evidence within the job role of the candidate to support this Standard.</p>	<p>There is skill evidence of communication skills; effective and constructive feedback skills and an understanding of their own role and the role of others but not specifically to the learning or social service environment.</p> <p>Further exploration of this use of these skills within the job role of the candidate may provide additional relevant evidence to support this Standard.</p>

Additional comments: COSCA Counselling Supervision Skills Certificate

You can access further information from the COSCA website at <http://www.cosca.org.uk/>

Learning Outcomes and Competences – Part 1

At the end of the Course participants will have the Essential Skills of a Supervisor and will be able to:

1. Demonstrate an ability to negotiate the working agreement to include the responsibilities and their limits of both supervisor and supervisee in this relationship
2. Demonstrate an ability to negotiate and identify the supervisee's needs and agree focus/agenda for the individual session
3. Demonstrate listening and appropriate allowance of space for the supervisee to reach discoveries and insights
4. Use support and challenge effectively
5. Demonstrate understanding of non-verbal or unconscious forms of communication, e.g. transference issues, the parallel process and an ability to use them
6. Acknowledge, accommodate and make use of the supervisee's emotional reaction to clients
7. Acknowledge, accommodate and make use of their own emotional reaction to supervisee in service of the client
8. Use self-disclosure and examples from their own work appropriately and effectively

9. Refer to theoretical frames; in particular to models of supervision in analysing and reflecting upon what is happening in the supervision session
10. Support supervisee's growth in areas of skills, theory (conceptualising problem) and self-awareness in the process
11. Demonstrate awareness of ethical issues and ability to work with them
12. Bring the session to an end sensitively and supportively (summarising).
13. Be able to give feedback to supervisees

This list shows the criteria against which participants will be assessed. Understanding of the concepts listed and an ability to begin to incorporate their use in practice sessions must be demonstrated at some point in the Course in order to gain the Certificate. Further exploration of the themes within this Award matched to the candidates' job role may produce additional evidence to support credit transfer or RPL of the Standards within PLQ(SS)

Course content – Part 2

Part 2 begins with introductions and then goes on to provide a structure for applying the essential skills of a counselling supervisor to a supervision session. It then introduces participants to two models of supervision.

Over the next two units it deepens participants' understanding of hidden communications and highlights the role and function of transference and counter-transference in both supervision and therapy. How to work as a supervisor within ethical statements and frameworks is explored over the next two units.

Contracts between counsellor and supervisor are discussed and sample working agreements are offered to participants.

With reference to channels of information other than verbal communication, participants are provided with opportunities to develop creative approaches to supervision.

Part (i) of the course ends with participants engaging in integrated skills practice and self-evaluation in relation to the learning outcomes of the course.

Part (ii) of the course involves participants in completing a minimum of 12 hours working as supervisors and having supervision at a ratio of 1:6. It also includes the completion of a case study based on one supervisee.

It is difficult to see any obvious additional evidence of RPL from within Part 2 of the programme. However, further exploration of the themes within this Award matched to the candidates' job role may produce additional evidence to support credit transfer or RPL of the Standards within PLQ(SS).

Award map of: Teaching Qualification in Further Education (TQFE) (SCQF Level 9) to Stage 2 (SCQF Level 9) Standards of PLQ (SS)

Mapping codes:

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate Learning	Assessment and accountability	Evaluate learning
The range of core mandatory units provide sufficient evidence of credit transfer for this Standard	The range of core mandatory units provide knowledge and skill evidence of selecting and utilising a range of learning strategies to meet individual need based on the learner's stage of learning; work with learners in critically reflecting upon their learning experience to enhance future learning. Additional evidence is required to demonstrate knowledge evidence of reflective practice and supervisory processes and in the use of supervision to support learners in practice. Candidates employed e.g. in a College as a Lecturer within a relevant School such as; Care may be able to provide additional evidence sufficient to demonstrate credit transfer for this Standard.	The mandatory unit; assess candidates provides knowledge and skill evidence of the different forms of assessment within the appropriate SCQF level; skill evidence to support learners take responsibility and be accountable for their work. Additional evidence is required to demonstrate knowledge and practice of the SSSC Codes of Practice; their role within a wider practice learning context. . Candidates employed e.g. in a College as a Lecturer within a relevant School such as; Care may be able to provide additional evidence sufficient to demonstrate credit transfer for this Standard.	The mandatory unit: evaluate the teaching and learning experience provides knowledge and skill evidence of the role and practice of evaluation within a learning context and how to contribute to determining levels of competence against set standards. The range of mandatory units provide evidence of participation in self and peer evaluation to facilitate personal development and the development of others.

The PLQ(SS) Standards			
Create an environment for Learning	Context of Practice	Evidenced Based Practice	Leadership
<p>The range of core mandatory units provide knowledge and skill evidence of the ability to identify learning needs and experiences appropriate to the level of learning; have an understanding of the anti-oppressive practice which acknowledges the power differences inherent within a learning situation. Additional evidence is required to demonstrate knowledge and skill specific to support practice learning within a social services environment.</p> <p><u>Candidates employed e.g. in a College as a Lecturer within a relevant School such as; Care may be able to provide additional evidence to support RPL/ credit transfer</u></p>	<p><u>Candidates employed e.g. in a College as a Lecturer within a relevant School such as; Care may be able to provide additional evidence sufficient to demonstrate credit transfer for this Standard.</u></p> <p><u>TQFE alone would not provide RPL evidence for this Standard.</u></p>	<p><u>Candidates employed e.g. in a College as a Lecturer within a relevant School such as; Care may be able to provide additional evidence sufficient to demonstrate credit transfer for this Standard.</u></p> <p><u>TQFE alone would not provide RPL evidence for this Standard.</u></p>	<p><u>Candidates employed e.g. in a College as a Lecturer within a relevant School such as; Care may be able to provide additional evidence sufficient to demonstrate credit transfer for this Standard.</u></p> <p>TQFE alone would provide some knowledge and skill evidence of their own leadership styles and how this impacts on others; skill evidence of arranging appropriate learning programmes for learners and review / evaluate learning programmes but not specifically within social services.</p>

Additional comments: Teaching Qualification in Further Education (TQFE)

Candidates complete 15 units for this Award. 12 Core mandatory and 3 option units from within a range of 7.

The 12 Core mandatory units include:

- Provide initial advice and information
- Provide advice and support to learners
- Plan and prepare the learning experience
- Develop teaching-learning relationships
- Facilitate learning in groups through presentations and activities
- Coach the individual learner
- Design assessment methods to collect evidence of competent performance
- Assess candidate performance
- Evaluate the teaching and learning experience
- Support continuous quality
- Develop effective working relationships
- Manage self

Option units include:

- Select learners
- Develop unit specifications
- Develop and use flexible learning materials
- Assess candidate using differing sources of evidence
- Internally verify the assessment process
- Advise and support candidate to identify prior achievement
- Marketing

Candidates employed e.g. in a College as a Lecturer within a relevant School such as Care may be able to provide additional evidence sufficient to demonstrate credit transfer for all 8 PLQ(SS) Standards.

Award map of: Teaching Qualification in Further Education (TQFE) (SCQF Level 9) New Standards (August 2007) (SCQF Level 9) to Stage 2 Standards of PLQ (SS)

Mapping codes:

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate Learning	Assessment and accountability	Evaluate learning
The range of core mandatory units provide sufficient evidence of credit transfer for this Standard	The range of core mandatory units provide knowledge and skill evidence of selecting and utilising a range of learning strategies to meet individual need based on the learner's stage of learning; work with learners in critically reflecting upon their learning experience to enhance future learning. Additional evidence is required to demonstrate knowledge evidence of reflective practice and supervisory processes and in the use of supervision to support learners in practice. <u>Candidates employed e.g. in a College as a Lecturer within a relevant School such as; Care may be able to provide additional evidence sufficient to demonstrate credit transfer for this Standard.</u>	The mandatory unit; assess candidates provides knowledge and skill evidence of the different forms of assessment within the appropriate SCQF level; skill evidence to support learners take responsibility and be accountable for their work. Additional evidence is required to demonstrate knowledge and practice of the SSSC Codes of Practice; their role within a wider practice learning context. <u>Candidates employed e.g. in a College as a Lecturer within a relevant School such as; Care may be able to provide additional evidence sufficient to demonstrate credit transfer for this Standard.</u>	The mandatory unit: evaluate the teaching and learning experience provides knowledge and skill evidence of the role and practice of evaluation within a learning context and how to contribute to determining levels of competence against set standards. The range of mandatory units provide evidence of participation in self and peer evaluation to facilitate personal development and the development of others.

The PLQ(SS) Standards			
Create an environment for Learning	Context of Practice	Evidenced Based Practice	Leadership
<p>The range of core mandatory units Provide knowledge and skill evidence of the ability to identify learning needs and experiences appropriate to the level of learning; have an understanding of the anti-oppressive practice which acknowledges the power differences inherent within a learning situation. Additional evidence is required to demonstrate knowledge and skill specific to support practice learning within a social services environment.</p> <p><u>Candidates employed e.g. in a College as a Lecturer within a relevant School such as; Care may be able to provide additional evidence sufficient to demonstrate credit transfer for this Standard.</u></p>	<p><u>Candidates employed e.g. in a College as a Lecturer within a relevant School such as; Care may be able to provide additional evidence sufficient to demonstrate credit transfer for this Standard.</u></p> <p><u>TQFE alone would not provide RPL evidence for this Standard.</u></p>	<p><u>Candidates employed e.g. in a College as a Lecturer within a relevant School such as; Care may be able to provide additional evidence sufficient to demonstrate credit transfer for this Standard.</u></p> <p><u>TQFE alone would not provide RPL evidence for this Standard.</u></p>	<p><u>Candidates employed e.g. in a College as a Lecturer within a relevant School such as; Care may be able to provide additional evidence sufficient to demonstrate credit transfer for this Standard.</u></p> <p>TQFE alone would provide some knowledge and skill evidence of their own leadership styles and how this impacts on others; skill evidence of arranging appropriate learning programmes for learners and review / evaluate learning programmes but not specifically within social services.</p>

Additional comments: Teaching Qualification in Further Education (TQFE) New Standards (August 2007)

You can access The Scottish Executive document: Professional Standards for Lecturers in Scotland's Colleges: June 2006 at the following website: <http://www.scotland.gov.uk/Publications/2006/06/13164029/2>

New and Changing Demands A Review of Occupational Standards and National Guidelines on Provision Leading to the Teaching Qualification in Further Education (TQFE)) and Related Professional Development (Scottish Executive 2006). Legislative and policy changes have had implications for the professional training and development of FE lecturers. These include;

- the Beattie Committee on the training of teaching staff
- Special Educational Needs and Disability Act 2000
- Race Relations (Amendment) Act 2000
- Developments in the use of information and communications technology
- Changes in the role and responsibilities of college lecturers

Professional Standards

- Guidance and support
- Planning and preparing the learning experience
- Teaching / facilitating learning
- Assessment
- Quality standards
- Professional practice and development

Additional comments: Teaching Qualification in Further Education (TQFE) New Standards (August 2007)

Professional standards for CPD

Promoting good relations between people of different racial and ethnic groups; Promoting learning and equality for people with disabilities
Managing and leading a curriculum team; Teaching children and young people; The use of information and communications technology for learning and teaching

Candidates employed e.g. in a College as a Lecturer within a relevant School such as; Care or someone employed as a trainer within Social Services may be able to provide additional evidence sufficient to demonstrate credit transfer for all 8 PLQ(SS) Standards.

Candidates with TQFE employed within Social Services who currently support learners undertaking the Honours Degree in Social Work programme but have not achieved the Practice Teacher Award (PTA) may be able to claim credit transfer or RPL for Stage 3. The emphasis within TQFE is demonstrating skills, knowledge and practice to support learners within a learning environment. Evidence is required to demonstrate the ability to support learners, at appropriate stages within SCQF, within a social service environment.

Award map of: Practice Teaching Award (60 SCQF credits at Level 10) to Stage 3 (SCQF Level 10) Standards of PLQ (SS)

Mapping codes:

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate Learning	Assessment and accountability	Evaluate learning
<ul style="list-style-type: none"> Working agreement Interim and final placement report re student plus student contribution. Report by student plus informal peer evaluation feedback Practice assessor's report <p>This would provide evidence to support RPL for this Standard.</p>	<ul style="list-style-type: none"> Learning journal Interim and final placement report re student plus student contribution. Report by student plus informal peer evaluation feedback Self assessment of performance and learning as practice teacher Report by university tutor Practice assessor's report <p>This would provide evidence to support Credit transfer / RPL for this Standard.</p>	<ul style="list-style-type: none"> Learning journal Working agreement Interim and final placement report re student plus student contribution. Self assessment of performance and learning as practice teacher Report by student plus informal peer evaluation feedback Report by university tutor Practice assessor's report <p>This would provide evidence to support Credit transfer / RPL for this Standard.</p>	<ul style="list-style-type: none"> Learning journal Self assessment of performance and learning as practice teacher Interim and final placement report re student plus student contribution. Practice assessor's report <p>This would provide evidence to support Credit transfer / RPL for this Standard.</p>

The PLQ(SS) Standards			
Create an environment for Learning	Context of Practice	Evidenced Based Practice	Leadership
<ul style="list-style-type: none"> Report by student plus informal peer evaluation feedback Interim and final placement report re student plus student contribution. Report by university tutor Practice Assessor's report <p>This would provide evidence to support Credit transfer / RPL for this Standard.</p>	<ul style="list-style-type: none"> Report on candidates competence by practice assessor Report by university tutor Self assessment of performance and learning as practice teacher Line manager's report <p>This would provide evidence to support Credit transfer / RPL for this Standard.</p>	<p>Learning journal Self assessment of performance and learning as practice teacher Practice assessor's report</p> <p>This would provide evidence to support Credit transfer / RPL for this Standard.</p>	<p>Self assessment Task 1 Self assessment Task 2 Learning journal Line manager's report Report on candidates competence by practice assessor</p> <p>This would provide evidence to support Credit transfer / RPL for this Standard.</p>

Additional comments: Practice Teaching Award (PTA)

General Social Care Council: The PQ Handbook Guidance on Awards within the Post- Qualifying Framework. Section 5.1 The Practice Teaching Award provides additional information on the Units for this Award.

<http://www.gsccl.org.uk/NR/rdonlyres/3D2C50E0-E9E9-41DE-A329-4A62C8986AD1/0/PQsection5.pdf>

Scottish candidates will not have been doing their PTA within the GSCC PQ framework, but will have been working to CCETSW Assuring Quality for Practice Teaching Rules and Requirements for the Practice Teaching Award 1998. This can be found on the SSSC website

http://www.sssc.uk.com/NR/rdonlyres/A464B6E0-9F59-4EB2-A899-8557B5802EB6/0/education_4_1_practice_teaching.pdf

Candidates who have completed some but not all the PTA will be required to produce evidence of learning in relation to meeting the competences of this Award.

Competences for the Award

Values – Demonstrate and integrate social work values in all aspects of practice teaching. respect and value difference – promote and value student self determination within an adult learning process – identify, analyse and take action to counter discrimination use strategies of own role and practice with student – fair and equal assessment of competence

Management – manage the placement and the student’s practice and be accountable with others for the quality of service to and safety of others. working relationships – resources – learning needs – manage and monitor practice quality of service and safety to users communicate effectively within and across settings

Teaching – plan, deliver and evaluate practice learning opportunities and assist the student’s personal and professional development. plan, deliver and evaluate practice learning opportunities and assist the student’s personal and professional development. – learning objectives within DIPSW current legislation and agency policy – effective learning process and environment

Assessment – assess the student’s performance against agreed criteria- agree and review a plan and methods for assessing student performance – collect and judge performance – make assess decisions provide feedback against criteria which are communicated verbally and in written assessment to student and programme. Assess performance using differing sources of evidence

Reflective practice – critically reflect on own practice teaching and analyse policies and developments with respect to practice teaching – own CPD– critically evaluate own performance as practice teacher and quality of the learning opportunities and assessment provided – analyse and evaluate research, policies and developments with respect to practice teaching.

Course Programme

Candidates on this programme complete training days providing theoretical knowledge and skills practice to support the Award. In addition to attending the training programme, candidates complete a number of formative and/or summative written assessments. The PTA was updated to include Honours degree in social work within PTA September 2005

Assessment

Formative assessment

Written assignments (varies according to programme)

Candidates on some programmes are advised to keep a **learning journal** throughout the taught course and first practice placement incorporating the following: Descriptive level; Analytical level; Affective level

Summative assessment

Portfolio incorporating the following (depending on programme):

- Working agreement
- Interim and final placement report re student plus student contribution.
- Self assessment of performance and learning as practice teacher

Mapping of Common Social Service Awards - Final Draft 28 August 2007

- Working agreement between candidate and practice assessor
- Report on candidates competence by practice assessor
- Report by university tutor
- Report by student plus informal peer evaluation feedback
- Report by line manager
- Assessed written assignments

Candidates could provide evidence to support Credit transfer / RPL by producing some or all of the above authenticated documents.

Award map of: Honours Degree in Social Work (SCQF Level 10) to Stage 3 (SCQF Level 10)

Standards of PLQ (SS)

Mapping codes:

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	Facilitate Learning	Assessment and accountability	Evaluate learning
Standards 1 – 4 provide knowledge evidence of power differentials associated with diversity in relationships; skills evidence of the ability to communicate effectively with a range of individuals and groups orally and in written form; to work positively with difference and diversity; to provide effective professional and inter-professional working relationships and maintain professional boundaries with service users and carers but not specifically to learners within a learning environment. <u>Additional evidence out-with the source award should be considered</u>	Standard 3 and 4 provide knowledge and skill evidence of reflective practice; supervisory processes including working with individuals and groups and the debates and issues associated with effective inter-professional collaboration but not to support learners in the development of above. <u>Additional evidence out-with the source award should be considered</u>	All Standards provide knowledge and skill evidence of personal and professional accountability in relation to their role; ability to discuss, debate and interpret SSSC Codes of practice but not specific to learners within a learning environment. <u>Additional evidence is required to demonstrate knowledge and skill application of; critical evaluation of different forms of assessment; assess a wide range of learners to standards; co-ordinate feedback / observation of learners; make informed and evidence based decisions about the practice of others.</u>	There is no evidence in the Standards to support the evaluation of learning. <u>Additional evidence out-with the source award should be considered</u>

The PLQ(SS) Standards			
Create an environment for Learning	Context of Practice	Evidenced Based Practice	Leadership
<p>There is no evidence in the Standards to support creating an environment for learning.</p>	<p>The combined Standards demonstrate knowledge and skill evidence of current legislation, policy and guidance; organisational policy and procedures and how to interpret and apply to their practice and to develop critical awareness of the implications of legislation, policy and guidance. <i>There may be evidence to support the ability to model good practice in their application of above.</i></p> <p>Additional evidence is required to demonstrate the ability to apply this to supporting learners.</p> <p>There may be evidence to support the knowledge and skill application of organisational policy and procedures.</p>	<p>The combined Standards provide knowledge and skill evidence of the meaning of evidence based practice; interpreting, analyse and represent research methods and findings and the ability to give effective presentations.</p> <p>Additional evidence is required to demonstrate skill evidence of the ability to apply the above to learners within a learning environment and knowledge evidence of current research and evidence in relation to learning and development.</p>	<p>The combined standards provide knowledge and skill evidence of personal effectiveness; negotiation and conflict resolution. <i>Knowledge and skill evidence of leadership styles and impact on others may be within the source award.</i></p> <p>Additional evidence is required to demonstrate an understanding of organisational systems and networks to support learners; assessment of learners needs in professional context; skill evidence to arrange learning programmes; influence others; provide practice leadership and expertise; manage competing demands of practice and education and lead and contribute to evaluation of effectiveness of learning and assessment in practice</p>

Additional comments: Honours Degree in Social Work

This comprises of a matching of the Standards in Social Work Education (SiSWE) from the Framework for Social Work Education in Scotland to the PLQ(SS) Stage 3 Standards.

You can access the Scottish Executive document on the Framework of Standards at the following website.

<http://www.scotland.gov.uk/Publications/2003/01/16202/17015>