Case Study

Credit Transfer and Recognition of Prior Informal Learning (RPL) Candidate with SVQ 4 Health and Social Care (Adults) with Assessor Award (A1) against PLQ(SS) Stage 2

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About this document

The Case Study within this document is designed to provide PLQ(SS)/PLQ candidates, mentors and assessors, with an exemplar of a candidate with SVQ 4 Health and Social Care (children and young people), Assessor Unit (A1) and Verifier Unit (V1) for PLQ(SS)/PLQ Stage 2, illustrating the process involved in considering previous certificated or informal learning for the purpose of credit transfer and/or RPL (recognition of prior learning) within the award.

This document should be viewed within the context of **Part 1** ***Practice Learning Qualifications (Social Services) (PLQ(SS) - Guidelines for Credit Transfer and Recognition of Prior Informal Learning (RPL)*** and **Part 2** ***Mapping of Relevant Awards against the Practice Learning Qualification (SS) - PLQ(SS) For Credit Transfer and Recognition of Prior Learning.*** Reference will be made at appropriate points to Parts 1 and 2.

Claiming credit transfer and recognition of prior learning should be considered as an integral part of the assessment process. It is important therefore to help candidates, mentors and assessors understand it and to equip them with knowledge and skills to complete the task. See **Appendix 1** (p) for an outline of the role of mentor and assessor.

The step by step approach identified in Part 1 *Practice Learning Qualifications (Social Services) (PLQ(SS) - Guidelines for Credit Transfer and Recognition of Prior Informal Learning (RPL)* provides a framework for practice. Part 2 *'Mapping of Relevant Awards against the Practice Learning Qualification (SS) - PLQ(SS) For Credit Transfer and Recognition of Prior Learning* provides a map for each relevant award against the PLQ(SS), identifying credit transfer and RPL opportunities and knowledge and skills gaps that may exist within them. Part 3 *Case Studies Credit transfer and RPL within PLQ(SS)* illustrates the application of Parts 1 and 2 to practice.

All 3 documents can be found on the Learning Exchange website (www.iriss.ac.uk/openlx)

Associated documents

SSSC Credit transfer and RPL toolkit

There are 4 documents available on the SSSC website, designed to provide a toolkit to support the learner, mentor and assessor through the credit transfer and RPL process.

The credit transfer and RPL pack was produced by the SSSC in partnership with the Scottish Qualifications Authority, Scottish Credit and Qualifications Framework, and representatives from the Scottish social service sector. The documents provide a contextual framework to support those involved in the credit transfer RPL process and are referred to within this document.

- Mentor Guidance
- RPL Resource Pack
- Profiling Tool
- Links to SVQ3 Unit HSC33 –Reflect on and develop your practice

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.

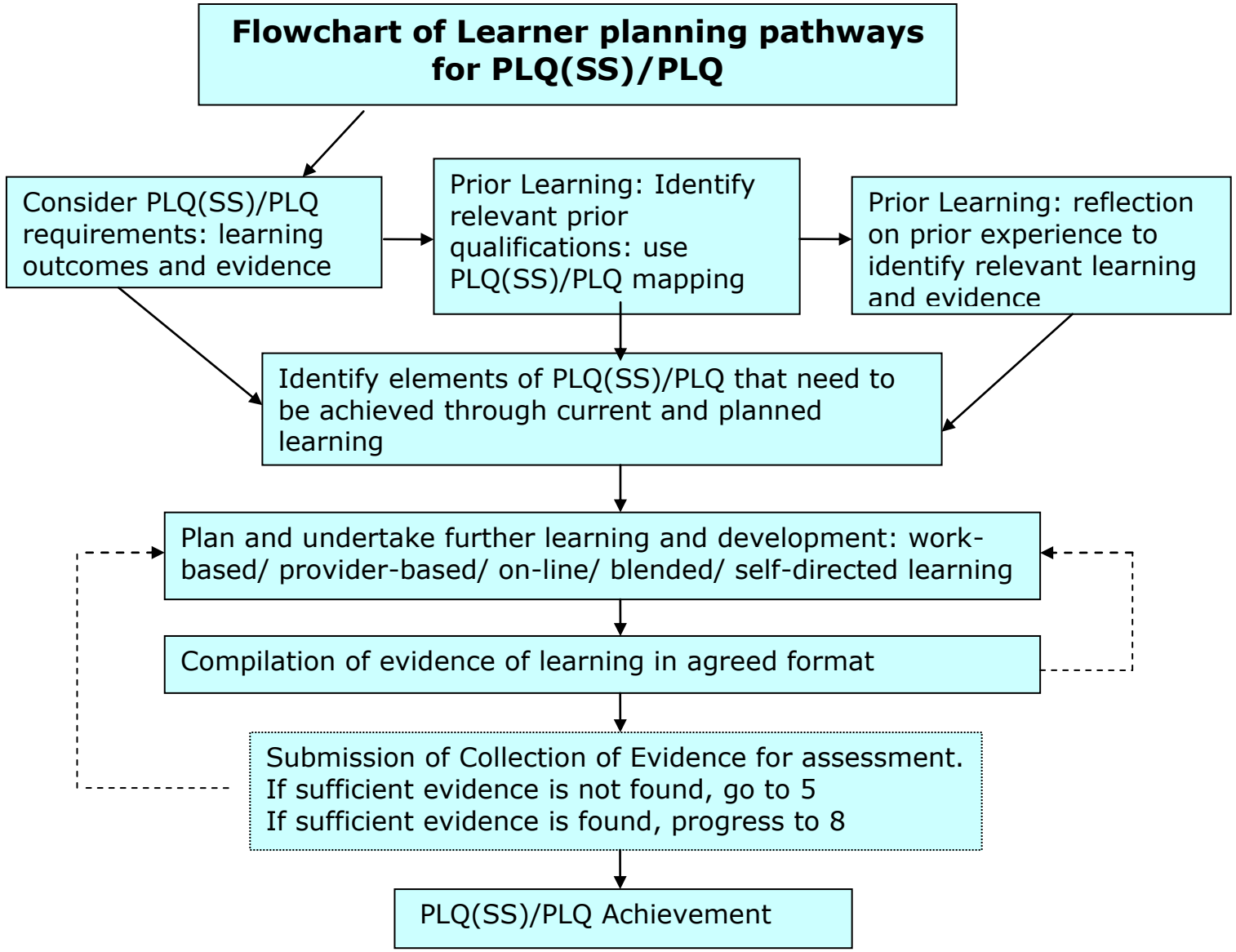
The SCQF guidelines make a distinction between two forms of recognition

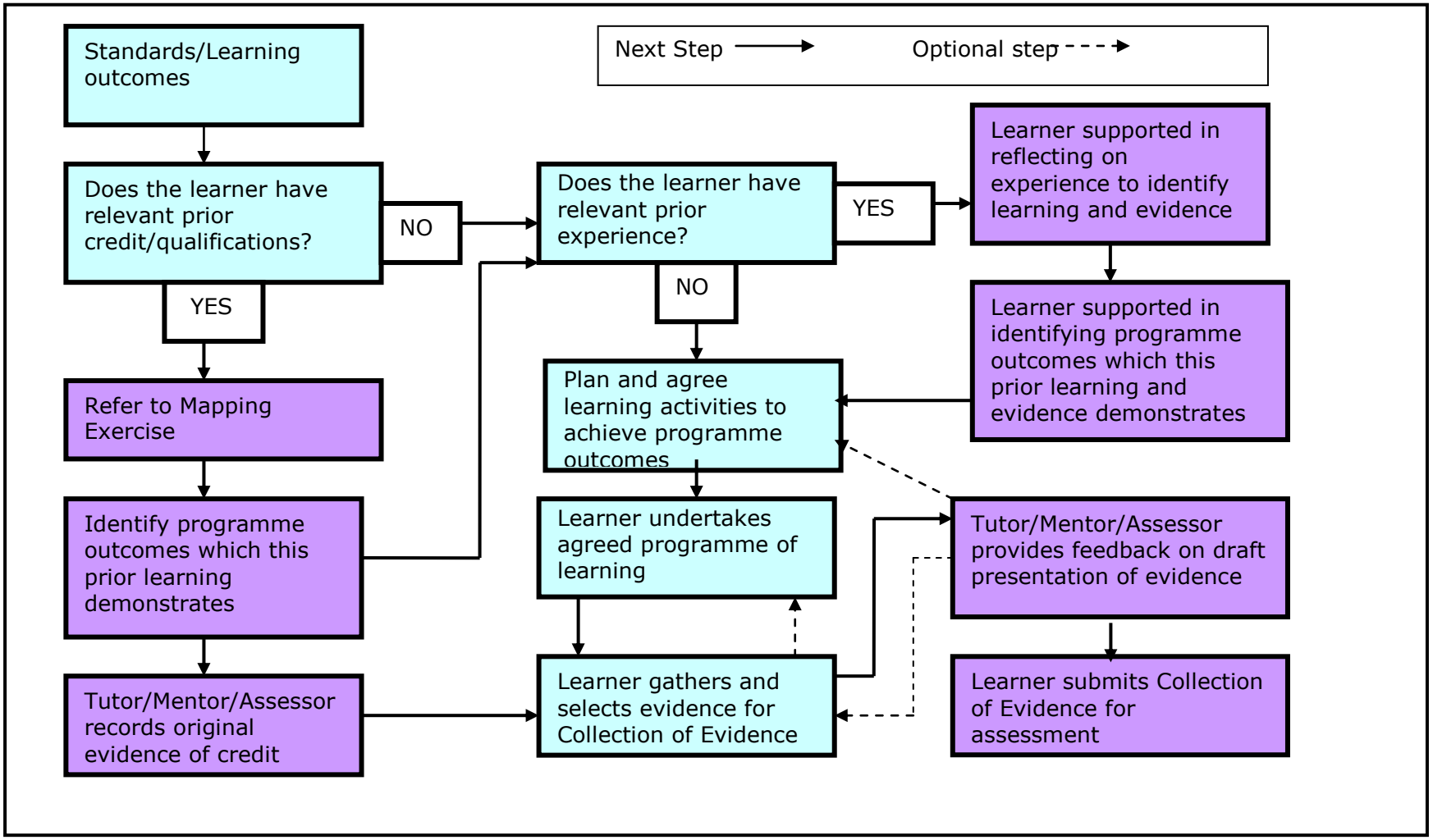
- RPL for personal/career development or formative recognition
- RPL for credit, or summative recognition

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.


Flowchart of Learner planning pathways for PLQ(SS)/PLQ
Consider PLQ(SS)/PLQ requirements: learning outcomes and evidence
Prior Learning: Identify relevant prior qualifications: use PLQ(SS)/PLQ mapping
Prior Learning: reflection on prior experience to identify relevant learning and evidence
Identify elements of PLQ(SS)/PLQ that need to be achieved through current and planned learning
Plan and undertake further learning and development: work-based/ provider-based/ on-line/ blended/ self-directed learning
Compilation of evidence of learning in agreed format
Submission of Collection of Evidence for assessment.
If sufficient evidence is not found, go to 5
If sufficient evidence is found, progress to 8
PLQ(SS)/PLQ Achievement


Next Step
Optional step
Standards/Learning outcomes
Does the learner have relevant prior credit/qualifications?
NO
YES
Refer to Mapping Exercise
Identify programme outcomes which this prior learning demonstrates
Tutor/Mentor/Assessor records original evidence of credit
Does the learner have relevant prior experience?
YES
NO
Plan and agree learning activities to achieve programme outcomes
Learner undertakes agreed programme of learning
Learner gathers and selects evidence for Collection of Evidence
Learner supported in reflecting on experience to identify learning and evidence
Learner supported in identifying programme outcomes which this prior learning and evidence demonstrates
Tutor/Mentor/Assessor provides feedback on draft presentation of evidence
Learner submits Collection of Evidence for assessment

Steps within the credit transfer and RPL process as applied to the Case Studies.

The Assessor/mentor and learner need the following to progress with a claim for RPL or credit transfer:

- **Step 1:** Become familiar with Flowchart of Credit Transfer and RPL process (p 9)
- **Step 2:** Become familiar with Standards and learning outcomes for the PLQ(SS) Award. Unit specifications for PLQ(SS)/PLQ Stage 3 award can be accessed at the SQA website http://www.sqa.org.uk/sqa/26377.html
- **Step 3:** Map Relevant Awards against the Practice Learning Qualification (SS) - PLQ(SS) For Credit Transfer and Recognition of Prior Learning. This is located within Part 2 *Mapping of Relevant Awards against the Practice Learning Qualification (SS) - PLQ(SS) For Credit Transfer and Recognition of Prior Learning* and can be found in the appendix section of this document.
- **Step 4:** Plan a learning pathway to the PLQ (RPLCT guidelines PLQ(SS))
- **Step 5:** Plan and agree learning activities and/or is supported to reflect on learning from prior experience
- **Step 6:** Learner undertakes agreed programme of learning as identified and/or learner supported in identifying programme outcomes which prior learning and evidence demonstrates.
- **Step 7:** Cross referencing of candidate evidence for submission to Assessor.
- **Step 8:** Submit collection of Evidence for assessment

Case Study - Marie

Credit Transfer and RPL for PLQ(SS)/PLQ Stage 2 (SCQF level 9)

Marie is employed as a senior practitioner within a local authority children and families setting providing residential accommodation for looked after and accommodated children. She has been in this post for the past two years. Marie's job role is to support the development and well being of looked after and accommodated young people and to support them to achieve the best possible outcomes towards independent living.

Marie's key duties include responsibility for the management and implementation of the person centred care planning process, providing support and supervision to support workers including responsibility for annual personal development plans and assisting staff to meet their continuous professional development objectives, some budgetary duties, staff rotas, managing and supporting risk assessment, building and establishing relationships with a range of external agencies contributing to the support and well being and development of the young people such as education, housing, through-care, social work services, counselling, police and a range of health agencies, crisis management, deputising in the absence of the Care Manager, contributing to training of staff including induction, child protection, health and safety, therapeutic crisis intervention (TCI)

Marie left school aged 16 with 6 Standard grades. Although she would have liked to remain in school to study Higher exams, she left to become her mother's full time carer. Marie's mother had rheumatoid arthritis and required a significant amount of personal care. She continued in this role for 8 years until her mother died. Marie was supported and encouraged by her local carers group to pursue a career in social services. She quickly found a job as a support assistant supporting adults with learning disabilities within a community based voluntary services setting. Marie found it easy to establish relationships with people she supported and was keen to learn and develop new skills. She remained there for two years before successfully securing a post as support worker working with looked after and accommodated children.

Within 18 months, Marie achieved an SVQ 3 Health and Social Care (children and young people) and an HNC in Social Care. She enjoyed learning and thought her practice improved as a consequence. Marie's positive

learning experience led to her interest in contributing to the learning and assessing of others. She successfully completed the A1 unit and has supported 2 candidates to complete an SVQ 3 Health and Social Care (children and young people.

Marie remained in this post for 4 years before successfully applying for her current role as Senior Practitioner. She has recently achieved an SVQ 4 Health and Social Care (children and young people). Marie had a positive learning experience and feels more confident and competent in her role as Senior Practitioner. As part of her personal development plan, Marie has identified that she enjoys contributing to the learning and teaching of others and would like to increase her knowledge and skills by completing PLQ(SS) Stage 2. She would like to play a more active role in supporting social work students.

Marie would like to use her existing formal and informal learning and experience to contribute to a credit transfer and RPL claim towards PLQ(SS) Stage 2. She thinks her experience has helped to develop knowledge and skills in relation to learning and assessment of others but recognises that there are gaps in her knowledge and skills that she would like to develop.

Marie has been appointed a mentor/assessor to support her Credit Transfer and RPL claim.

Step 1 Become familiar with Flowchart of Credit Transfer and RPL process.

The candidate, mentor and/or assessor should familiarise themselves with the flowchart of credit transfer and RPL process which can be found on page 8.

This provides a visual explanation of the process and can act as a checklist of activities.

Step 2 Become familiar with the Standards and Learning Outcomes of the desired award.

For the Framework of Standards, Learning Outcomes, Knowledge and Skills PLQ(SS) Stage 2 (SCQF level 9) see **Appendix 2** Framework of Standards PLQ(SS) Stage 2 (p)

This will help the learner, mentor and/or assessor identify knowledge, skills and learning outcomes. An integrated and holistic approach to teaching, learning and assessment is encouraged as part of the assessment strategy for all PLQ(SS)/PLQ awards.

Step 3: Mapping Relevant Awards against PLQ(SS) Stage 2

It is important to check if Marie has relevant formal learning suitable for credit transfer or RPL. This can be matched using Part 2 '*Mapping of Relevant Awards against the PLQ(SS)/PLQ'.*

The following chart (*page 12 of* Part 2 '*Mapping of Relevant Awards against the PLQ(SS)/PLQ')* tells us that credit transfer and RPL options exist within the A1 unit and SVQ 4 H&SC (C&YP)

Summary of Credit Transfer and RPL opportunities for PLQ(SS) Stage 2 (SCQF level 9)

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. Other RPL evidence or assessment required.

Stage 2 Standards (SCQF Level 9)	Assessor Unit (A1)	SVQ 4 H&SC (C&YP) (9)
1. Establish effective working relationships		
2. Facilitate learning		
3. Assessment and accountability		
4. Evaluate learning		
5. Create an environment for learning		
6. Context of practice		
7. Evidenced Based Practice		
8. Leadership		

We can see at a glance that Marie may be able to claim RPL for all 8 PLQ(SS) Stage 2 Standards and credit transfer for Standard 6 Context of practice. The award map of the SVQ 4 Health and Social Care (C&YP) located in **Appendix 3** Map of SVQ 4 H&SC (C&YP) and **Appendix 4** Map of Assessor Unit (A1) from Part 2 '*Mapping of*

Relevant Awards against the PLQ(SS)/PLQ' (pages 58 – 60 and pages 18 - 20 respectively) provide a more detailed analysis of RPL evidence.

Step 4 Planning a learning pathway

The **Flowchart of learner pathways** within the process of RPL or credit transfer on page 8 identifies the various routes that candidates can take.

Figure 1 on the following page provides a **summary of Appendix 7** (Planning a learning pathway) incorporating:

- Standards and outcomes in Stage 2 PLQ(SS) taken from **Appendix 6** (Framework of Standards PLQ(SS) Stage 2)
- Knowledge and/or skills gaps identified in **Appendix 3** (Map of HNC in Social Care against Stage 2 PLQ(SS) Standards) identifying RPL for credit or summative recognition against Standards in Stage 2 of the PLQ(SS)
- Suggested activities to achieve Standards and outcomes identified in **Appendix 7** (Planning a learning pathway)

This provides the candidate and mentor with a focus for the Credit Transfer and RPL Profiling activity. The Credit Transfer and RPL Profiling Tool could be used to help identify potential evidence of experiential learning from prior formal and informal experience and training. Completed exemplars illustrating how to use this can be found in the (SCQF) Social Services document '*Credit transfer and RPL Profiling Tool'*

Figure 1

Standard	**Knowledge and/or skills gaps**	**Activities to achieve outcomes**
1. Establish effective working relationships	**Profiling tool** to reflect on ability to act as a role model for safe and effective practice, build effective relationships, own role in relation to supporting learners within a learning environment. Factors that influence how learners from a diverse range of backgrounds integrate into practice learning environments.	Expert witness and witness testimony of practice; Records of meetings and related reports; facilitating staff development and PDP of self and others; supervision of self and others; Reflective account(s) of practice; Summative assessment demonstrating understanding of factors that influence how learners integrate into practice learning environments (this may not be required if evidenced sufficiently by some or all of the above)
2. Facilitate learning	**Profiling tool** to reflect on: Models and methods to support learners in work-base learning environments; Models and methods of supervision; Selecting a range of learning strategies/opportunities; Facilitate learning practice/experiential learning; How people learn; A range of learning approaches and ideas particular to their setting.	Reflective account(s) of practice; Direct observation of practice; Expert witness and witness testimony of practice; Records of meetings, related reports, records of CPD, facilitating staff learning and development, PDP's and assessing SVQ candidates.
3. Assessment and accountability	**Credit transfer exists from A1 Unit and experience Assessing and Verifying SVQ candidates**	
4. Evaluate learning	**Profiling tool** to reflect on: Role and process of evaluating learning and assessment; Models and methods of assessing competence at appropriate SCQF level	Summative assessment; assessment and evaluation models and methods; Reflective account(s) of practice; Expert and witness testimony; Records of meetings and CPD and PDP records of contribution to the evaluation of learning of support workers

		and SVQ candidates, records of standardisation and internal verification may provide further supporting evidence
Standard	**Knowledge and/or skills gaps**	**Activities to achieve outcomes**
5. Create a learning environment	**Profiling tool** to reflect on: ability to provide a supportive learning environment; theoretical understanding of anti-oppressive practice and power differences within a learning situation Further knowledge of learning needs and styles with focus on diverse learning needs Models and methods to involve service users in learning and development	Reflective account(s) of practice Direct observation of practice Expert and witness testimony from staff, service user(s) and other learners of ability to create and support a learning environment Written summative assessment
6. Context of practice		Reflective account(s) Records of supervision and staff development sessions providing evidence of the application of knowledge and skills for this Standard
7. Evidenced based practice	**Profiling tool** to reflect on role, purpose and application of research and enquiry in evidence based practice	Reflective account(s) Direct observation of practice Expert witness and witness testimony; application of evidence based practice in a learning environment Written summative assessment: understanding of evidence based practice
8. Leadership	**Profiling tool** to reflect on experience and ability to plan and support a range of learning experiences to meet learning needs (as opposed to assessment as required in A1 unit) Learning and development evaluation mechanisms. An awareness of leadership styles and own leadership style	Reflective account(s) Direct observation of practice Expert witness and witness testimony Records of meetings, reports; ability to plan and support learning Evaluating learning and development, such as; reports, forms, reflective account(s)

	Feedback function and mechanisms to those running educational programmes	Additional summative assessment may be required if identified evidence above does not meet all evidence requirements

Step 5: Plan and agree learning activities and/or is supported to reflect on learning from prior experience

Reflection on prior achieved awards

Figure 1 provides a starting point identifying existing Credit Transfer and RPL evidence, knowledge and skill gaps and suggests potential activities that a candidate with SVQ 4 H&SC (C&YP), A1 and V1 Units could use to achieve the PLQ(SS) Stage 2.

Reflection on learning from prior experience

With support from her mentor, Marie would reflect and identify learning through experience (skills, knowledge and understanding), select and produce evidence of that learning and identify areas for further learning. For further information and guidance see *Mentor Guidance (Recognition of Prior Learning Mentor Guidance Pack (SCQF)*

The SSSC Recognition of Prior Informal Learning (RPL) Profiling Tool provides a focus to think about the types of life and work experiences that might help provide evidence of knowledge and skills in relation to the award. This might include;

- A particular event, task, project carried out as part of your work role or within your home life or community
- Participation in a training event, or 'on-the-job' training
- Sharing knowledge/feedback from a training event
- Supervising staff and being supervised
- Supporting and leading staff personal development plans (PDP)
- Participating and delivering staff training such as: induction, care planning, health and safety, promoting anti-oppressive practice, SVQ underpinning knowledge, awareness of job related legislation, national occupational standards and codes of practice

- Assessing SVQ candidates
- Internal verification of candidate portfolios, supporting SVQ Assessors, participating in SVQ standardisation sessions, meeting with SQA external verifiers.

Credit transfer and RPL profiling tool

How to use the Profiling Tool

1. Look at the first column in the profiling tool: **Examples of life or work experiences**. Ask yourself whether you have had these or similar experiences. Provide a specific illustration of each experience which is relevant to you i.e. a particular event, task or situation.

2. Look at the **Learning and skills gained** column. Think about whether these are the types of skills/knowledge that you learned, or developed further, through this experience and add further examples of what you learned.

3. The next column asks you to think about the **application of this learning to your current practice**. It is likely that you have applied and further developed the skills and knowledge that you have gained through your life experiences within your social services role.

4. The next column indicates the **mandatory/ core units** to which this learning could relate.

5. The next stage of the profiling process is to provide **reflective evidence** of your learning through experience.

First all complete **Reflective Exercise 1** in relation to one of your life experiences. Now complete **Reflective Exercise 2** in relation to a recent experience in work which demonstrates the way in which you have applied and further developed these skills within your current social services practice.

These two exercises will be discussed with your mentor in the professional discussion. You will then produce a reflective account as reflective evidence for the SVQ Level 3 in Health and Social Care.

6. In discussion with your mentor you will think about what **action** you need to take in order:

- to gain further experience in your care role
- to gather or produce the evidence you have identified

You may need to do further learning and development in particular areas. If so, you will discuss with your mentor the ways in which you can do this.

You may consider that you are ready to gain credit for your prior informal learning through assessment. If so, your mentor will arrange for you to have an assessment planning meeting with an assessor. In order to gain credit for the award, your evidence will be assessed in relation to relevant units or elements of the units.
You can write up your reflective account on the **SQA Evidence Gathering Form**.

Profiling Tool – worked example(1) of prior learning from work experience. This example goes through stages 1 to 7 and is written up in Reflective Exercise 2 (reflect on a work experience) and the SQA Evidence Gathering Form.

Examples of life or work experience	Learning and skills gained from prior experience	Evidence of application of prior learning to current practice	Potential match with Standards / Units / Outcomes	Action I need to take
Participating in a training event about care planning, delivering and evaluating training about care planning. Applying and supporting others to apply training to practice	Promoting evidence based practice and best practice in care planning; Acting as a role model in relation to care planning; reflecting and improving practice. Awareness of my role in relation to learning and development of self and others within a learning environment; planning, organisational and evaluation skills; skills in delivering training; awareness of learning styles; power within the learning relationship; awareness of own leadership style; promote greater involvement and participation of service users and carers in person centred care plans.	From this example: ↓ Complete reflective exercise for life experience (Reflective Exercise) ↓ Professional discussion and production of reflective account (Evidence Gathering Form) and other supporting evidence	**Standard 1** Effective working relationships Outcomes 1 and 2 **Standard 2** Facilitate Learning Outcomes 1 and 2 **Standard 4** Evaluate Learning Outcomes 1 and 2 **Standard 5** Create a learning environment Outcomes 2, 4 and 5 **Standard 6** Context of Practice Outcomes 1 and 2 **Standard 7** Evidence Based Practice Outcomes 1, 2 and 3 **Standard 8** Leadership Outcome 2	May need to be supported by learning support material such as: learning styles, evaluating learning, training and learning skills, leadership styles. Further supporting evidence could include: expert witness and witness testimony; completed evaluation of training forms

Reflective Exercise - worked example
Reflect on a work experience in which you have applied your learning to your current social services practice.

Experience: Describe the experience, what happened?

While chairing care review meetings and in staff supervision it became apparent that there was a knowledge and skill deficit within the staff team in relation to person centred planning. Staff were familiar with the role and function of person centred planning but required additional training on current PCP links to values and skills to engage young people and their carers to be more actively involved in the process. I researched a range of training programmes, found one that was local, within our training budget and suited our requirements. I participated in a two day PCP training programme. I found it to very valuable and informed my practice. I discussed the content briefly at the next team meeting where it was agreed that I should condense the training to a one day programme, organise a staff training day, deliver and evaluate the training.

I organised staff rotas, arranging accommodation, hospitality, facilities such as flip chart, pens, data projector screen and laptop. I could not release all staff for a full day so I arranged to deliver the programme 1 day a week for the next three weeks offering places to staff from a range of other agencies including voluntary and private sector.

I had to re-design the programme from a two day to a one day event. This meant prioritising learning material, re-writing a training plan and programme, develop learning material such as; handouts and Powerpoint presentations to support the training programme.

I supported a colleague to act as a training co-facilitator on each of the training days. We evaluated the training session using the PCP programme evaluation form. Feedback was very positive and some staff suggested that we should involve service users and carers to be involved in the delivery of the training and/or to participate in it.

I was able to evidence staff learning in supervision and observe the application to care planning practice.

What evidence would I need to support this?

- Minutes of staff supervision sessions before training event highlighting care planning issues
- Records of Care review meetings
- Copy of content of Person Centred Planning training programme
- Summary of learning from the training programme (consider reflective account of learning)
- Reflective account of the process of organising the training event including working with other agencies
- Copy of revised 1 day training programme
- Copy of some of the material I devised for the training
- Reflective account of my delivery of the training event
- PCP evaluation form completed by staff
- Minutes of team meeting post training event to discuss learning and application to practice
- Minutes of supervision post training event
- Reflective account of discussions with service users and carers

Knowledge: what knowledge have you built upon or gained as a result of this experience?

- Current practice in PCP
- Legislation and policy documents supporting PCP and service user and carer involvement
- How to pro-actively involve disengaged service users and carers in the PCP process

Skills: what skills have you built upon or gained as a result of this experience?

- Planning and organisation
- Budgeting
- Delivering and evaluating training
- Relationship skills with service users and carers
- Contributing to creating a positive learning environment
- Developing relationships with staff to promote learning
- Supporting different learning styles within a learning context
- Supporting staff to apply knowledge and skills to their practice

- Using evidence to inform practice
- Developing learning material such as Powerpoint presentation
- Using technology such as Powerpoint, setting up and using a data projector and screen
- Mentoring and supporting a co-facilitator in training
- Working with other agencies to promote the PCP planning
- Responding to feedback from training
- How to promote and pro-actively involve service users and carers
- Work within and across teams

Reflections: What were your feelings and thoughts?
I was initially keen to improve PCP practice but was enthused by the training programme. This motivated me to share it with others. I was not fully prepared for all tasks involved and had to ask for support from my line manager at times. She was supportive and encouraging throughout the process.
What did you do well?
I found organising the training event to be easier than I thought. I wrote a plan of what I should do, who I should contact and how and when I would do it. This checklist of events provided a logical framework to follow. The main challenge was organising rotas to allow staff to attend the training day and motivating staff to see the benefits of a change in our practice. I contacted a range of agencies and had to promote the benefits of the training. This helped clarify the priority areas of content within the programme. The process of investigation and consultation with staff team helped staff feel valued and improved motivation. Involving and consulting with service users, carers and other advocacy agencies helped develop relationships and improve care planning practice.
What would you do differently?
Although I used the evaluation tool provided in the PCP training pack, I would in future devise one to suit our agency. It did not fully allow an opportunity to evaluate the application of knowledge and skills to practice post training.
What values did you use?
Respect and dignity of others, involving service users and carers, promoting well-being, development and independence of service users, awareness of confidentiality throughout and promoting anti-oppressive practice.

Application to your practice:
- More formal and informal involvement of service users and carers in the PCP process
- Continuing to support staff motivation to improve and develop practice
- More meaningful PCP with greater service user ownership/engagement of the plans

- Staff thinking about and involved in promoting evidence based practice

Profiling Tool - examples 1 and 2 are intended to show the types of skills and knowledge gained from work experiences.
The learner would then work through stages 1 to 7 as in the worked example 1.

Examples of work experience	Learning and skills gained from prior experience	Evidence of application of prior learning to current practice	Potential match with Standards / Units / Outcomes	Action I need to take

Appendix 1 The role of mentor within the credit transfer and RPL process

Figure 1: The Manager, Assessor and Mentor may have similar interests, but the desired endpoint is different (Morton, 2003)[1]

Manager	Assessor	Mentor
• Sets objectives • Identifies performance problems • Promotes development opportunities via career review process • Achieves task result today • Concerned with standards, deadlines • Monitors for control	• Tests objectives have been met • Assesses performance • Assesses results • Assesses against Standards • Monitors for quality	• Advises on goals • Promotes development opportunities to improve performance • Aims to get job done better tomorrow • Concerned with career aspirations and needs • Monitors for progress
Getting things done	**Assessing Performance**	**Helping the Learner**

1 Morton, A. 2003. *Continuing Professional Development series No. 2 Mentoring*. Learning and Teaching Support Network (LTSN) Generic Centre

A mentor therefore:

- helps the mentee to learn, develop and move forward
- helps the mentee to understand situations and supports how the situation is handled
- helps/supports the mentee to learn (Morton,2003).

The mentor encourages learners to make links between learning and their work practice, help learners with any practical or conceptual difficulties with the RPL process, and encourage the learner to take responsibility for their own learning and help to build their confidence.

What kind of support will a mentor provide?

As a mentor you will be supporting learners as they go through the RPL process. You may be a line manager, supervisor, trainer, or an SVQ Assessor. You may be a member of staff of the same organisation as the learner(s) or you may be an individual acting as a mentor for a number of learners within different organisations.

The role you will play in supporting learners will involve:

- providing initial guidance on the RPL process
- supporting learners in the reflective process, identifying learning through evidence of that learning, identifying areas for further learning
- supporting learners in the assessment process through providing guidance on the gathering and presenting of evidence of learning. This will involve you in working with the Assessor and understanding the requirements for assessment so that you can guide the learner appropriately. The Assessor will undertake the assessment process itself.

It is also important that all parties understand and agree what the role of the mentor is at the beginning of the process

Appendix 2

PLQ(SS) Stage 2 (SCQF level 9) Framework of Standards, Learning Outcomes, Knowledge and Skills

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

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

	Standard	Knowledge *Candidates need a beginning understanding of:*	Skills *Candidates need basic skills to:*	Learning Outcomes *On successful completion, candidates must demonstrate competence to use a range of approaches and skills to:*
5	***Create an environment for Learning*** Contribute to the creation of a learning environment that enables and supports learning for self and others and where practice is valued and developed	Methods of determining and interpreting own learning needs and the learning needs of others The importance of appropriate mechanisms to engage effectively with service users and carers in relation to learning Organisational structures and strategies to support learners within changing learning environments	To effectively engage with others, including service users and carers, to progress learning To regularly identify and enhance own learning skills and environment Contribute appropriately to teaching and learning in practice	• Identify both learning needs and experiences that are appropriate to their level of learning • Use a range of learning experiences involving service users and carers and others to meet defined learning needs • Identify aspects of the learning environment which could be enhanced, negotiating with others to make appropriate changes • Contribute to development of an environment in which effective practice is fostered, implemented, evaluated and disseminated • Have an understanding of anti-oppressive practice which acknowledges the power differences inherent within a learning situation

	Standard	**Knowledge** *Candidates need a beginning understanding of:*	**Skills** *Candidates need basic skills to:*	**Learning Outcomes** *On successful completion, candidates must demonstrate competence to use a range of approaches and skills to:*
6	***Context of practice*** Support learning based on relevant legislation, policy and guidance	Relevant current legislation, policy and guidance appropriate to their work setting Relevant current policies and procedures appropriate to their work setting	Support learning within a wider legislative and policy framework Contribute to ensuring learners practice safely and within current organisational policies and procedures	• Act as a resource to facilitate personal and professional development of others • Set and maintain professional boundaries that are sufficiently flexible for providing services within an inter-professional context and recognise the wider legislative and policy issues
7	***Evidenced Based Practice*** Demonstrate current knowledge of effective practice in own work setting to support learners and contribute to the further development of the research and evidence-base for Practice	The meaning of evidence based practice and its relevance to learning What constitutes effective practice within their own setting and how this can be evidenced	Contribute to the provision of effective presentations Contribute to the support of learners in creating an evidence base for practice	• Identify and apply inquiry and evidence based practice within their own practice • Contribute to strategies to increase or review the evidence base used to support practice • Assist in supporting learners in applying an evidence base to their own practice

	Standards	**Knowledge** *Candidates need a beginning understanding of:*	**Skills** *Candidates need basic skills to:*	**Learning Outcomes** *On successful completion, candidates must demonstrate competence to use a range of approaches and skills to:*
8	***Leadership*** Demonstrate appropriate leadership skills for supporting learners within practice settings	Organisational systems & networks necessary to support learners Own leadership style and how this impacts on others Own service and its context	Interpret knowledge of service area to meet service needs Introduce learners to relevant colleagues in own and other agencies Arrange appropriate learning programme for learners	• Support the planning of a series of learning experiences that will meet defined learning needs of learners • Support learners to access learning opportunities that meet individual needs, involving a range of other professionals, service users and carers • Provide feedback to those running educational programmes about the effectiveness of learning and assessment in practice

Appendix 3 Award map of: SVQ 4 Health and Social Care (Adults) and (Children and Young People) (72 SCQF credit 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. *Further exploration of this may provide sufficient evidence towards credit transfer.* 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 and 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 *but it is unclear if the range is fully explored*. **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. *Further exploration of this may provide further RPL / Credit transfer opportunity.*

The PLQ(SS) Standards			
Create an environment for learning	**Context of practice**	**Evidence based practice**	**Leadership**
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. *There is some evidence of contribution to teaching and learning in practice but this should be further explored within the source award*. 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.	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.	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. *Additional evidence of how this can be evidenced may be within the source award*. Within the mandatory units and specifically within HSC43 there is evidence of using skills and knowledge to support CPD and learning with colleagues. *Additional evidence to identify and apply inquiry and evidence based practice may be within the source award*.	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. *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.*

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(SS) 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(SS) Standard: Leadership.
- HSC451 Lead teams to support a quality provision provides additional evidence to support the PLQ(SS) Standard: Leadership

Appendix 4
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. Other RPL evidence or assessment required.

The PLQ(SS) Standards			
Establish effective working relationships	**Facilitate learning**	**Assessment and accountability**	**Evaluate learning**
Own roles and responsibilities in relation to learning *requires investigation.* *Consideration of their own role in building effective relationships may be part of (CPD)*	Evidence is required in relation to: **Selecting a range of learning strategies/ opportunities** **Facilitate learning practice/experiential learning** Evidence out with this award is likely	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.** Evidence out with this award likely

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

<u>Additional comments</u>

Four standards from PLQ(SS) Stage 2 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 assessor's 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'.

Appendix 5

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

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

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

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

<u>Additional comments</u>

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.

Appendix 6 Credit transfer and RPL Tool (SCQF) Social Services

Examples of life or work experience	Learning and skills gained from prior experience	Evidence of application of prior learning to current practice	Potential match with Standards / Units / Outcomes	Action I need to take

Appendix 7 Planning a learning pathway to the PLQ(SS)

Prior Qualifications: Health and Social Care SVQ 4 (C&YP), Assessor Unit (A1) and Verifier Unit (V1)

Standard/ Learning Outcomes	**Existing Evidence**	**Planned learning activity**	**Planned evidence**	**Target Date**
Standard 1 ***Establish Effective Working Relationships*** Demonstrate effective relationship building skills sufficient to support learning as part of a wider inter-professional context for a range of learners in practice learning environments **Outcomes** **1.** Develop effective working relationships based on mutual trust and respect **2.** Show an understanding of factors that influence how learners integrate into practice settings **3.** Provide ongoing and constructive support for those going through this process to facilitate transition from one learning environment to another	**SVQ 4 H&SC (C&YP)** 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. *Further exploration of this may provide sufficient evidence towards credit transfer.* There is evidence of working effectively with difference and diversity in relation to their own practice but **Practice experience** facilitating staff development and personal development plans (PDP) to support staff and while supporting SVQ candidates as an Assessor **A1 and V1 Units**	Factors that influence how learners from a diverse range of backgrounds, integrate into practice learning environments **Profiling tool** to reflect on ability to act as a role model for safe and effective practice, build effective relationships, own role in relation to supporting learners within a learning environment	Reflective account(s) of practice Expert witness and witness testimony of practice Records of meetings and related reports facilitating staff learning and development and personal development plans (PDP) Summative assessment demonstrating understanding of factors that influence how learners integrate into practice learning environments (this may not be required if evidence from above is sufficient)	Candidate, mentor and/or assessor agree target dates for completion of planned evidence

Standard/ Learning Outcomes	Existing Evidence	Planned learning activity	Planned evidence	Target Date
Standard 2 ***Facilitate learning*** Facilitate learning for a range of learners, encouraging learning opportunities and providing support to maximize individual potential and innovation **Outcomes** **1.** Select appropriate learning opportunities to meet individual need based on knowledge of learner's stage of learning **2.** Support the selection of appropriate learning strategies to integrate learning from practice and academic experiences **3.** Work with learners in critically reflecting upon their learning experiences in order to enhance future learning	**SVQ 4 (H&SC)** 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 *but it is unclear if the range is fully explored*. **Practice experience** Supervising, facilitating staff development and personal development plans (PDP) and assessing SVQ candidates.	**SVQ 4 (H&SC)** **Profiling tool** to reflect on: Models and methods to support learners in work-base learning environments Models and methods of supervision Selecting a range of learning strategies/opportunities Facilitate learning practice/experiential learning How people learn A range of learning approaches and ideas particular to their setting	Reflective account(s) Direct observation of practice Expert witness and witness testimony of practice Records of meetings, related reports, records of CPD facilitating staff learning and development, PDP's and Assessing SVQ candidates	

Standard/ Learning Outcomes	Existing Evidence	Planned learning activity	Planned evidence	Target Date
Standard 3 ***Assessment and accountability*** Contribute to the assessment process of learners, taking the SSSC and other relevant professional Codes of Practice into account and using appropriate assessment frameworks **Outcomes** **1.** Foster professional growth, personal development and accountability through supporting learners in practice **2.** Contribute to the assessment of learners at the appropriate SCQF level **3.** Contribute to the total assessment process as part of a teaching team through monitoring learners' practice	**SVQ 4 (H&SC)** 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. **A1 and V1 Units** Assessors are obviously involved in the assessment process, therefore clear credit transfer opportunities exist.		**Credit transfer exists from A1 and V1 Units**	

Standard/ Learning Outcomes	Existing Evidence	Planned learning activity	Planned evidence	Target Date
Standard 4 ***Evaluate learning*** Contribute appropriately to the ongoing evaluation of learning in practice **Outcomes** **1.** Contribute to the evaluation of the learning and assessment experiences of learners, proposing aspects for change resulting from such evaluation **2.** Participate in self and peer evaluation to facilitate personal development and contribute to the development of others	**SVQ 4 H&SC** The mandatory units and particularly HSC43 Take responsibility…..provide knowledge and skill evidence of the role of evaluation. 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. **Practice experience** Supervision, staff learning and development and PDP sessions, provides an opportunity to participate in self evaluation to facilitate personal development and contribute to the development of others.	**Profiling tool** to reflect on; role and process of evaluating learning and assessment Models and methods of assessing competence at appropriate SCQF level	Summative assessment; assessment and evaluation models and methods Reflective account(s) of practice Expert and witness testimony Records of meetings and CPD records of contribution to the evaluation of learning of support assistants and while supporting social work or nursing student(s)	

Standard/ Learning Outcomes	Existing Evidence	Planned learning activity	Planned evidence	Target Date
Standard 5 ***Create an environment for Learning*** Contribute to the creation of a learning environment that enables and supports learning for self and others and where practice is valued and developed **Outcomes** **1.** Identify both learning needs and experiences that are appropriate to their level of learning **2.** Use a range of learning experiences involving service users and carers and others to meet defined learning needs **3.** Identify aspects of the learning environment which could be enhanced, negotiating with others to make appropriate changes **4.** Contribute to development of an environment in which effective practice is fostered, implemented, evaluated and disseminated **5.** Have an understanding of anti-oppressive practice which acknowledges the power differences inherent within a learning situation	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. *There is some evidence of contribution to teaching and learning in practice but this should be further explored within the source award*. 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. **Practice experience** There may be evidence as a senior practitioner and SVQ Assessor of contributing to developing an effective learning environment and an understanding of anti-oppressive practice	**Profiling tool** to reflect on; ability to provide a supportive learning environment; theoretical understanding of anti-oppressive practice and power differences within a learning situation Further knowledge of learning needs, and styles with focus on diverse learning needs Models and methods to involve service users in learning and development	Reflective account(s) of practice Direct observation of practice Expert and witness testimony from staff, service user(s) and other learners; to create and support a learning environment Written summative assessment	

Standard/ Learning Outcomes	**Existing Evidence**	**Planned learning activity**	**Planned evidence**	**Target Date**
<u>Standard 6</u> ***Context of practice*** Support learning based on relevant legislation, policy and guidance **<u>Outcomes</u>** **1.** Act as a resource to facilitate personal and professional development of others **2.** Set and maintain professional boundaries that are sufficiently flexible for providing services within an inter-professional context and recognise the wider legislative and policy issues	**SVQ 4 (H&SC) and Practice experience. There is evidence of credit transfer to this Standard within this award.** 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. **A1 Unit** It is part of an assessor's role to assess and support learner competence which includes knowledge/ application of policy and guidance. To fully cover, **level** of **learning support** needs investigation	**Profiling tool** to reflect on the level of learning support in relation to legislation, policy and guidance. Could be evidenced in supervision, personal development plans and staff learning and development.	Reflective account(s) Records of supervision and staff PDP sessions and reports	As previous identify target dates

Standard/ Learning Outcomes	**Existing Evidence**	**Planned learning activity**	**Planned evidence**	**Target Date**
<u>Standard 7</u> ***Evidenced Based Practice*** Demonstrate current knowledge of effective practice in own work setting to support learners and contribute to the further development of the research and evidence-base for Practice **<u>Outcomes</u>** **1.** Identify and apply inquiry and evidence based practice within their own practice **2.** Contribute to strategies to increase or review the evidence base used to support practice **3.** Assist in supporting learners in applying an evidence base to their own practice	**SVQ 4 H&SC** 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. *Additional evidence of how this can be evidenced may be within the source award*. Within the mandatory units and specifically within HSC43, there is evidence of using skills and knowledge to support CPD and learning with colleagues. **A1 Unit** Assessors have to have knowledge of effective practice in order to assess it.	**Profiling tool** to reflect on role, purpose and application of research and enquiry in evidence based practice	Reflective account(s) Direct observation of practice Expert witness and witness testimony; application of evidence based practice in a learning environment. Written summative assessment: understanding of evidence based practice –could also stem from their CPD activities	As previous identify target dates Programme provider

Standard/ Learning Outcomes	Existing Evidence	Planned learning activity	Planned evidence	Target Date
Standard 8 ***Leadership*** Demonstrate appropriate leadership skills for supporting learners within practice settings **Outcomes** **1.** Support the planning of a series of learning experiences that will meet defined learning needs of learners **2.** Support learners to access learning opportunities that meet individual needs, involving a range of other professionals, service users and carers **3.** Provide feedback to those running educational programmes about the effectiveness of learning and assessment in practice	**SVQ 4 (H&SC)** 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. **Practice experience** There may be some evidence of candidate ability to plan learning experiences, provide support and to access learning opportunities as part of staff development function.	**Profiling tool** to reflect on experience and ability to plan and support a range of learning (as opposed to assessment as required in A1 unit) experiences to meet learning needs Learning and development evaluation mechanisms An awareness of leadership styles and own leadership style Feedback function and mechanisms to those running educational programmes	Reflective account(s) Direct observation of practice Expert witness and witness testimony Records of meetings, reports; ability to plan and support learning Evaluating learning and development, such as; reports, forms, reflective account(s) Additional summative assessment may be required if identified evidence above does not meet all evidence requirements	As previous identify target dates

Appendix 8 Reflective Exercise - Template

Reflect on a work or life experience in which you have applied your learning to your current social services practice.

Experience: Describe the experience, what happened?

What evidence would I need to support this?

Knowledge: what knowledge have you built upon or gained as a result of this experience?

Skills: what skills have you built upon or gained as a result of this experience?

Reflections: What were your feelings and thoughts?

What did you do well?
What would you do differently?
What values did you use?

Application to your practice: