

Childhood Practice

Role of the SSSC

Investing in Children's Futures

Vision

'high quality outcomes for children are directly associated with the level of qualification of staff.....to secure this we need a skilled, flexible, professional workforce, able to adapt to changing demands and expectations and who have clear opportunities for professional development and career progression'

Key action

'developing leadership in the early years and childcare sector by creating a workforce that is lead by degree (or a work-based equivalent) qualified professionals'

Why the SSSC

- Led by the SSSC because of regulatory and workforce development responsibilities



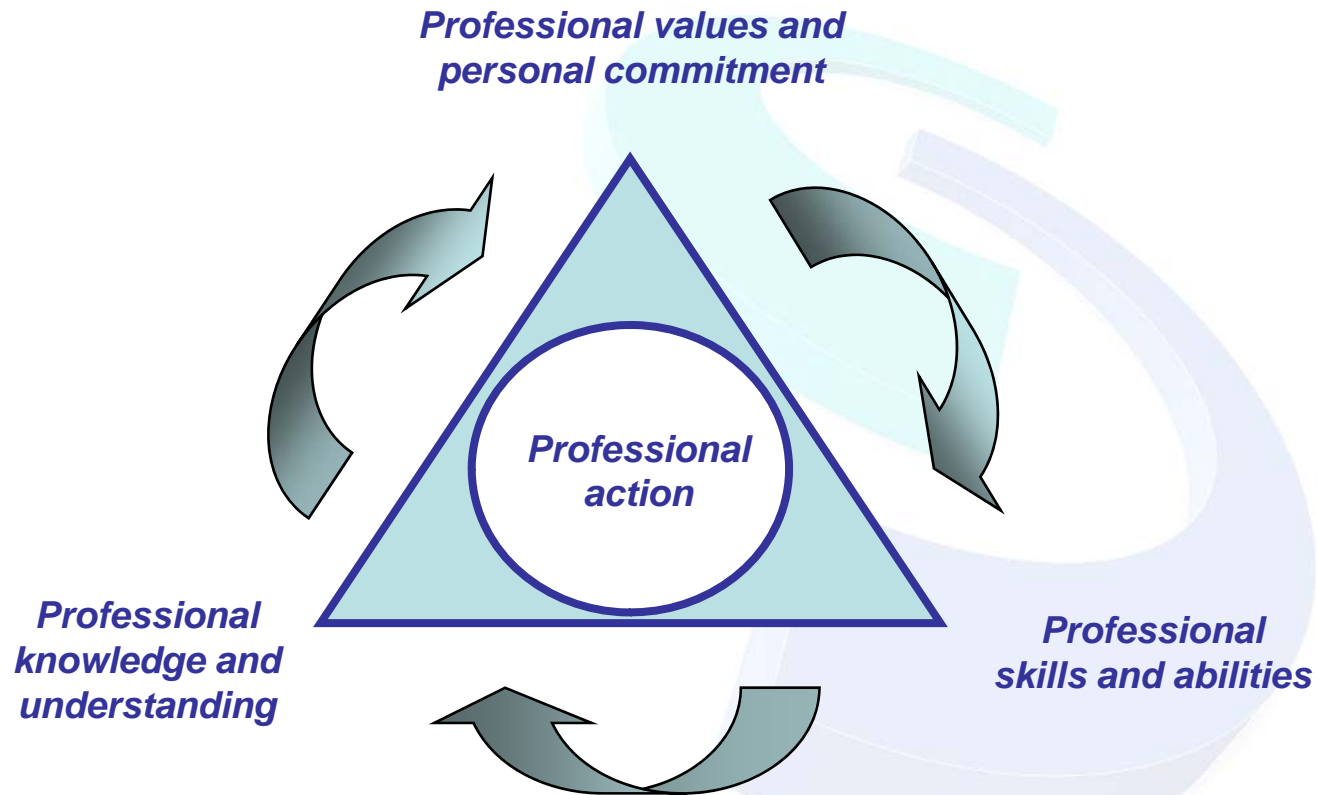
The Standard for Childhood Practice

- Defines 'Childhood Practice' as a new profession in Scotland
- Provides a Scottish subject benchmark statement for Childhood Practice
- Takes account of existing Standards and descriptors
- Informs all awards in an Integrated Qualifications Framework

The Standard for Childhood Practice

- 'elements' specify what is expected of a learner who has completed a programme
- 'expected features' clarify and illustrate learner performance
- Three aspects of professional development in the Standard

The Standard for Childhood Practice



Registration

- SSSC asked to change the qualifications requirements for managers of Day Care of Children Services register in 2011
- From that date ***managers in early years*** services will require the Childhood Practice award
- At present managers of out of school care settings are not being asked to gain this award but ***may*** be asked to do so in due course

What is the award

- Needs to be an award in Childhood Practice with 360 credits over levels 7,8 and with an output at level 9
- This doesn't mean starting again
- Most managers currently registered with SSSC have as a minimum an HNC Early Education and Childcare plus either a PDA or an SVQ CCLD level 4
- This means almost all will have credit to transfer

BA CP Guidelines for delivery

- Partnership
 - Work based
 - Part time
 - Recognition of Prior Learning
 - Flexible provision
 - Framework for progression
- 
- A large, stylized, 3D-effect letter 'S' is positioned on the right side of the slide. It is composed of two main parts: a light teal 'S' in the background and a light blue 'S' in the foreground, slightly offset to the right and bottom. The letters have a soft shadow and a slight gradient, giving them a three-dimensional appearance.

How RPL could work

Childhood Practice: 360 credits with an
output at SCQF level 9

SCQF Level 9

SCQF Level 8

SCQF Level 7

Childhood Practice Award

HNC plus PDA EE&CC

SCQF Level 9

SCQF Level 8

SCQF Level 7

Childhood Practice Award

SVQ 4 only

	SCQF Level 9
	SCQF Level 8
	SCQF Level 7

Childhood Practice Award

HNC & SVQ 4



Childhood Practice Award

SVQ 3 &4

	<i>SCQF Level 9</i>
	<i>SCQF Level 8</i>
	<i>SCQF Level 7</i>

Childhood Practice Award

Other possibilities: HND

SCQF Level 9

SCQF Level 8

SCQF Level 7

Some key issues to be considered

- Work based learning- so learning gained ***in*** and ***through*** the workplace- how can this be supported & assessed: mentoring opportunities?
- Employer support- critical to the success of the programmes- how can it best be achieved
- Aspirations for the future what do we need?
- e.g. on line communities of learning and debate, virtual learning opportunities to take learning where it is most needed

What has been done

- Communications strategy including 2 newsletters and the development of a web page
- Guidance for employers, providers and learners
- Events for key stakeholders
- The development of a career development toolkit and links with the Continuous Learning Framework
- Approval of awards by the SSSC
- Awards started at 5 universities with over 400 candidates