‘Embracing similarity and acknowledging difference:

An integrated qualifications approach to supporting children and young people in Scotland’.

The feasibility of merging SVQ levels 3 and 4

in Health and Social Care (Children and Young People)

and

Children’s Care Learning and Development

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1. Introduction

This report outlines the processes and outcomes from a feasibility study carried out by LMG Associates for the Scottish Social Services Council (SSSC). The objective of the project was to provide the SSSC with a feasibility report to inform the Skills for Care and Development (UK) team of Scotland's position on children's social services standards.

The SSSC, as the sector skills council in Scotland responsible for the registration of the children's and adult services' workforce, wished to explore the feasibility of integrating SVQs for the children's workforce. The study examined the feasibility of merging SVQ levels 3 and 4 in Health and Social Care (Children and Young People, HSC(CYP)) and Children's Care Learning and Development (CCLD). Although focussing on these qualifications it was necessary to take account of Health and Social Care (Adults, HSC (Adults)) SVQ Levels 3 and 4 as they share some common mandatory and optional National Occupational Standards (NOS) with the HSC(CYP).

At the time of commissioning the feasibility study the SSSC considered that the merging of the qualifications would support:

- better integration across the children's workforce and with adult services
- more effective and earlier interventions through efficient information sharing as workers understand better the roles of others, and the skills/values they share
- more flexibility for workers, allowing transfer within and between other occupational areas where similar functions are carried out, including clear qualification pathways across the children's workforce and into adult services
- the development of more coherent and transparent career pathways.

All of these would, according to the SSSC and the respondents from the feasibility study, support better outcomes for children, young people and their families.

The SSSC wished to establish if merging the awards was considered by the sector to be achievable, desirable, and whether there was an appetite for the proposal. It was further envisaged that this would inform the National Occupational Standards (NOS) review in HSC and CCLD. Coincidently the feasibility study was commissioned at a time when the Scottish Government were considering a set of common skills within the children's workforce. The two pieces of work had different emphases: the feasibility study focussing on specific awards; whereas the Common Core looked at the workforce in a wider context. However, both shared common features.

The common core study: 'A Consultation on the Common Core of Skills, Knowledge & Understanding and Values for the Children's Workforce in Scotland' (The Scottish Government, March, 2011) wished to 'consider the needs of this broad workforce together as a whole'. As indicated by the Minister:

> *'I want to see a children's workforce[1] that is rich in a variety of roles and functions at various levels, with career pathways for all.*

[1] The children's workforce as defined in *'A Consultation on the Common Core of Skills, Knowledge & Understanding and Values for the Children's Workforce in Scotland'* (The Scottish Government, 2011) 'includes anyone working (paid or unpaid) with any child, young person or family across health, education, social services, justice and community services, in the public, private or voluntary sectors. The policy of early intervention means that some of the relevant workforce may work with adults'

I want to see a workforce with access to learning and development opportunities that are shared across professions, embedding a working together approach from the outset.

I want to strengthen our workforce and make them more able to intervene early, tackle inequalities and build the capacity within individuals, families and communities to better meet their needs.'

The above consultation document outlines the need for, and the benefits of, recognising a common core of skills, knowledge and understanding and values for the children's workforce in Scotland.

2. Background and context

The SSSC, since its inception, has been responsible for the setting, development and maintenance of national occupational standards (NOS) and qualifications across the Health and Social Care Sector. Within this remit the SSSC has overseen the development of NOS for staff working with children and young people, previously under the Early Years National Training Organisation and the Care Sector Consortium and since the demise of the National Training Organisations under the remit of the Sector Skills Council, Skills for Care and Development.

In September 2007 the 'Final report for Phase 1 of the Project to Develop Generic transferable units of competence for children's services' was published for Skills for Care and Development Alliance Partners (LMG Associates Ltd, 2007). This report identified the core functions (see Appendix B), a Statement of Principles (see Appendix C) and made links between the functional analysis and the NOS (the NOS have been updated to 2011, see Appendix D) for the children's workforce, agreed across the four countries of the UK. Although focusing on functions, clear similarities can be found between the outcomes from this functional analysis and the common core of skills, knowledge and understanding and values set out in the consultation document in Appendix A.

An integrated qualifications framework for the children's workforce would take forward the 'National Strategy for the Development of the Social Service Workforce in Scotland – A Plan for Action 2005-2010' as it would address the need for the sector to respond positively to changing demands within children's services. It would provide service users with confidence that there are the right people with the right skills, in the right place, at the right time.

This feasibility study is timely because Health and Social Care (HSC) and the Children's Care Learning and Development (CCLD)SVQs and their NOS will be subject to review this year. The outcomes from the feasibility study should inform these reviews, if not at this point in time, at sometime in the future. Also it is a time when the different countries of the UK, although using the NOS as a basis are structuring their 'units' differently.

Merging the SVQ qualifications at level 3 and 4 will afford employers and the workforce greater transferability and flexibility across the children and young people sector as economic factors take hold. An integrated framework would provide greater opportunities and choices for the workforce to choose how to progress in their career thus providing greater mobility and employability. It would build upon the work of sector skills bodies by addressing gaps in skills thus strengthening joint education and learning across the sector.

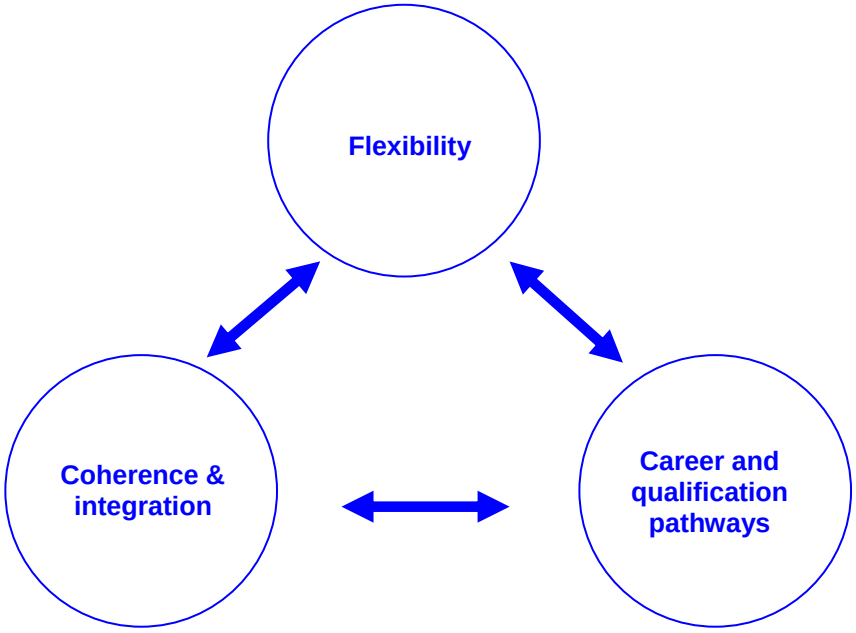
3. Policy review

An important part of the desk research for this feasibility study has been to identify and review national policies to establish whether the main policy drivers support the merging of the qualifications for the children's workforce.

Over the last decade a number of policies have driven the need for those working with children and young people in Scotland to be supported by a coherent, flexible and integrated workforce with career structures and pathways to support this. Developing coherent, flexible and integrated qualification is one way to support these policy drivers. Figure 1 illustrates the main policy drivers for this feasibility study and the ideas underpinning the integration of the SVQs levels 3 and 4 in HSC (CYP) and CCLD.

Figure 1

Main policy drivers for integration of SVQs levels 3 and 4 HSC(CYP) and CCLD [maintaining shared mandatory NOS with HSC(Adults)]



As indicated in Sections 1 and 2 consultation is taking place on the **Scottish Government's Common Core of Skills, Knowledge & Understanding and Values for the Children's Workforce in Scotland** (March, 2011). This identifies and proposes a common core for the children's workforce (see Appendix A). The common core has no levels but takes account of the different roles of workers within the context of the knowledge and understanding.

The purpose according to the consultation document is to put:

> *'sustainable economic growth at the heart of what we do and the children's workforce has a crucial role in contributing to this by:*
>
> - *Intervening early - to ensure all children get off to the best start in life, and to make sure there are remedies in place for those children that don't, so that any problems get resolved quickly;*
> - *Tackling inequalities – to make sure those who need help the most get it; and*
> - *Building capacity – within individual children, young people, families or communities, to contribute to their own solutions and to make sure we build on their strengths'.*

Underpinning the purpose are five strategic objectives, that the children's workforce are considered to contribute to. These are:

> *'to make Scotland wealthier and fairer, smarter, healthier, safer and stronger, and greener'.*

The children's workforce are also considered to contribute to seven of the fifteen national outcomes (specifically national outcomes 4, 5, 6, 7, 8, 11 and 15). Of particular importance to this feasibility study is the assumption that:

> *'These outcomes cannot be achieved by one organisation or one part of the "children's sector" alone. In order to be successful the children's workforce must put the child at the centre of what they do. They must have the skills, knowledge & understanding and values that mean they can work together, respecting the different strengths each service brings to meet the individual needs of children, young people and families'.*

Joining the Dots: A better start for Scotland's children (Deakin, March, 2011) focuses on the Early Years workforce. It recognises the need for better integration and joint working to support children and families:

> *'The Early Years workforce comprises a rich and diverse array of people and resource and spans many sectors and professions. It has long been recognised that better integration and joint working is essential both to make best use of that resource and to give children and families the right support when they need it'.*

Three of the action steps highlighted within the report are to:

- *provide more coherent and joint family service, without impeding innovation*
- *recognise the value of childcare workers e.g. with enhanced career structures*
- *provide more education on early years/child development for various practitioners.*

One of the principles of the Joint Forward of the **Equally Well review** (2010) is:

> *'Ensuring we have a flexible workforce with the right skills, able to work effectively together across organisational boundaries and to adapt their approach depending on the individual needs of service users'.*

Two of the four key points in delivering change are:

- *'Better routes or pathways into and between services and agencies are needed.*
- *Staff may need new skills and to work increasingly across organisational boundaries'.*

The National Guidance, **Pre-birth to Three: Positive outcomes for Scotland's children and families** (Learning and Teaching Scotland, 2010) in their shared vision states that:

> *'There is a strong recognition that staff across agencies must work in partnership to move from intervening only when a crisis happens, towards prevention. Providing the right support at the right time can help to build resilience, enabling individuals and families to find their own solutions to problems as they arise'*. □□

Equally, it has been acknowledged within the National Guidance, that staff could:

'increase capacity to secure improved outcomes for children by:

- *agreeing and adopting a shared vision, values and principles across services*
- *engaging in regular and appropriate high quality professional development opportunities*
- *building solutions around children and families*
- *working together with parents and professionals to make a positive difference'.*

The Healthcare Quality Strategy for Scotland (2010) has build its quality strategy on the priorities indicated by people's views on what they want from the NHS. Two of the six priorities are

'Effective collaboration between clinicians, patients and others'

and

'Continuity of care'.

In **Higher Aspirations, Brighter Futures: NRCCI (National Residential Child Care Initiative) Workforce** (2009), outlines the reasons for NRCCI, led by SIRCC, being established by Adam Ingram, Minister for Children and Early Years. The document states it is:

> *'to deliver on the government's commitment to work with partners to make residential care the first and best placement of choice for those children whose needs it serves'.*

The report also highlights the importance of joint working for those working with children and young people in residential care:

> *'Residential care workers do not operate in isolation. In addressing the needs of children and young people, the workforce group has looked both at what needs to be done to develop the workforce within the residential setting, and what developments are required for the wider children and young people's workforce to support children and young people in residential care'.*

This outlines the need for a more cohesive framework of qualification to support the workers in this important sector. Indeed the report indicates that because of the increasingly complex and diverse needs of the children and young people in residential care:

> *'Children and young people need residential care staff to have the support of the wider children and young people's workforce. As a result, the workforce group urge the residential child care sector to engage with the process being led by the Scottish Government to create a common values statement and a common core of skills for the children and young people's workforce. We anticipate that this may help to break down real or perceived barriers between professions, improving trust and understanding between professional groups in order to improve joint working'.*

Recommendation 12 of the report reinforces this:

> *'The Scottish Government should liaise with sector skills bodies to build on the work already undertaken through the sector skills agreements further to analyse skills and skill gaps across the children and young people's workforce (across all relevant sectors including health, education and social services). This will ensure the residential child care workforce skills are in line with the needs of children and young people, and encourage local and national action to plug skills gaps and strengthen joint training and learning across the workforce'.*

The **Early Years Framework** (2008), although focusing on children up to 8 years, recognises that some of the underpinning ideas would be useful beyond this age. It specifies:

> *'At the heart of this framework is an approach which recognises the right of all young children to high quality relationships, environments and services which offer a holistic approach to meeting their needs. Such needs should be interpreted broadly and encompass play, learning, social relationships and emotional and physical wellbeing. This approach is important for all children but is of particular benefit in offering effective support to those children and families requiring higher levels of support'.*

In its vision it highlights:

> *'the importance of high quality, flexible and engaging services delivered by a valued and appropriately qualified workforce in delivering the ambitions of this framework'.*

In order to achieve the vision the Framework outlines 10 elements of transformational change including the need for a *'coherent approach'* and '*more effective collaboration'.*

One key element of taking forward partnership working is:

> *'breaking down barriers between education and childcare through a move towards more integrated, flexible services'.*

The workforce is also important:

> *'Children and families are supported by a workforce which is highly skilled, well trained, appropriately rewarded, well supported, highly valued by all and with attractive career paths'.*

The **Early Years and early intervention strategy (A joint Scottish Government and COSLA policy statement)** (2008) recognises that:

> *'In moving forward to develop more specific strategies and policies based on these principles, a number of common challenges are emerging. These will need a co-ordinated effort across a range of social policy strategies –*
> - *Developing pathways of education and care from universal services to much more targeted support.*
> - *Maintaining and improving quality of services through training and qualifications and developing leadership.*
> - *Developing new roles/structures within the workforce to deliver a more people-centred service that is based on working alongside people and is not constrained by service boundaries.*
> - *In partnership, supporting infrastructure development and use which enables flexible, transformational working practices'.*

Also that:

'By combining the Purpose, the principles of solidarity and cohesion and an early intervention approach with the needs of children and parents in the early years, we have identified four themes for the early years framework. These are –

- *Building parenting and family capacity pre and post birth.*
- *Creating communities that provide a supportive environment for children and families.*
- *Delivering integrated services that meet the holistic needs of children and families.*
- *Developing a suitable workforce to support the framework'.*

Similarly the final three of the ten core components of **Getting it Right for Every Child** (GIRFEC, 2008) are:

8. *'Maximising the skilled workforce within universal services to address needs and risks at the earliest possible time*
9. *A confident and competent workforce across all services for children, young people and their families*
10. *The capacity to share demographic, assessment, and planning information electronically within and across agency boundaries through the national eCare programme where appropriate'.*

The values and principles GIRFEC outlines, alongside the practice model, identify key aspects required by anyone working with children and young people.

Equally Well (2008) states:

'Our recommendations mean that staff in a whole range of public services need some new skills and may work increasingly across organisational boundaries'.

It also recognises that there are common aspects of learning:

'Some relevant education and training is already taking place, for example equality and diversity training, leadership preparation and partnership working. Much of this education tends to focus on particular practitioner groupings and is sometimes specific to policy areas and types of services. In reality, there are many common aspects where learning could be shared'.

Recommendations 66 and 67 are that:

'66. The Government should establish a short-life, cross-sector working group to enable different sectors and those working within them to recognise and share common values, knowledge and skills and develop a joint educational/training framework to support practice which is sensitive to inequalities. The Task Force also wants to see more joined up thinking about key worker roles, based on research and what is already known about effectiveness.

67. The Government should use existing experience in work on Changing Lives, Working for Families and in the early years field to develop a wider concept of a key worker role and the competencies and skills required to carry it out.'

The **Research findings paper (No 25, 2007) from the National review of the Early Years and Childcare Workforce** highlights three main barriers to developing a coherent workforce. The final one:

> *'the wide range of qualifications and qualification routes available'*

supports the need to explore whether qualifications within the SVQ framework could be merged for those working with children and young people so that common functions undertaken by this important workforce can be recognised and rewarded.

One of the three main themes of the **National Review of Early Years and Childcare workforce: Report and Consultation** (2006) is the need for:

> *'Flexibility in career choice for workers and employers should create a flexible workforce to allow the delivery of services that meet the needs of children and families in local communities. A flexible workforce which is able to work in different settings'*

The findings from the Review highlight two areas of particular relevance to this feasibility study:

> '*Summary finding 2: Qualifications and training*
> - *one framework for the whole sector;*
> - *entry and exit points at each level – supporting flexibility and movement;*
>
> *Summary finding 4: Career pathways*
> *Two of the 'four principles underpinning effective career pathways:*
> - *transparency, flexibility and choice*
> - *qualifications which support – rather than hinder – a diverse range of career pathway'.*

Indeed flexibility is highlighted throughout the review and linked to this, the review states:

> *'we have described a qualifications framework that supports staff transferring across, into and out of the sector'.*

To support this and in terms of qualifications, training and development, although recognising these are outwith their remit, the Review's position is that:

> *'we should identify a shared base or skill set for working in all children's services and the wider social services. This would further reinforce joint or integrated working and would start to build the kind of flexibility we need in the workforce'.*

Equally, the Review considers that:

> *'We need to ensure that staff and employers are confident in the standard of the qualifications. SVQs are already based on National Occupational Standards, developed by the sector skills councils and which reflect the National Care Standards. We suggest that all qualifications should be based on benchmark statements which set out a common professional standard for a particular level of qualification. By aligning the existing qualifications more closely we can start the process of developing the more coherent qualification structure that we have proposed'.*

In the Scottish Executive's response to **National Review of the Early Years and Childcare Workforce** (2006), the Scottish Executive states:

> *'In order to provide the flexible services families need, we must have a flexible workforce. Workers must have the skills and knowledge to be able to work in different settings, sometimes with children of different ages; with parents and*

families; perhaps in different types of centres; or working on their own. That is why I want all parts of the early years and childcare workforce to be similarly skilled and qualified.

The **21st Social Work Review: Changing Lives** (Scottish Executive, 2006) identifies workforce planning as important for '*building the capacity and make full use of the whole workforce'*. The integration of qualifications would provide employers with greater flexibility to develop new ways of integrated working across organisational boundaries.

An aspiration of the **Curriculum Review Group - A Curriculum for Excellence** (Scottish Executive, 2004), which could be supported by a coherent, integrated and flexible workforce, is to:

'enable all children to develop their capacities as successful learner, confident individuals, responsible citizens and effective contributors to society'.

Finally, going back to 2001, the main aim of the Action Plan from **For Scotland's Children: Better integrated services** is:

'to ensure that agencies work together effectively to provide services to children. All of those consulted by the team agreed that children's services that were better integrated would be better services, and have better outcomes for children and families'.

It highlights a number of shared characteristics important to working towards more integrated services, including:

- '*A clear vision of children's services working together*
- *A shared commitment to improve services*
- *Clarity about the roles and responsibilities of agencies/departments/professions*
- *Transparency in sharing information between agencies, particularly in relation to resources, including financial resources'*.

4. Methods and consultation

This section documents the different methodologies used in the feasibility study and the respondents involved.

4.1 Desk research

Desk research was carried out:

- to identify the key policy drivers that may underpin and support the integration of the SVQs across HSC(Adults), HSC(CYP) and CCLD (see Section 4)
- for the analysis of the mandatory NOS from HSC(Adults), HSC(CYP) and CCLD SVQs levels 3 and 4 (see Appendix E and F)
- for the collation and analysis of the consultation feedback
- for compiling and revising documents/reports for the study

4.2 Employer reference group

To steer the feasibility study an employer reference group was set up. It met twice within the feasibility study, once prior to and once following the consultations. Three members of the reference group also acted as independent facilitators for the workshop groups.

4.3 The consultations

Individuals were able to contribute to the consultations through half day workshops, website consultation documents, email and postal consultations and interviews

a) The overall consultation audience

Overall 66 respondents from 52 organisations were involved in the consultation.

At the consultation workshops 60 individual participants attended from 46 organisations.

Three practitioners responded using the web consultation (only one completed the first questions, the other two provided their personal details only)

Three respondents, provided consultation feedback through one email response, one postal response and 1 telephone interview.

b) Employer and practitioner workshops

Half day employer and practitioner workshops took place in Edinburgh and Glasgow.

101 people registered for the separate sessions, 9 people didn't attend (7 different participants as one registration was for 3 sessions):

- Edinburgh a.m. session 19 people registered and 16 attended
- Edinburgh p.m. session 23 people registered and 19 attended
- Glasgow a.m. session 23 people registered and 22 attended
- Glasgow p.m. session 36 people registered and 35 attended.

92 participants attended the individual sessions including three reference group members who acted as facilitators. Two of the reference group members attended all the sessions and one attended all day. 25 participants attended all day.

Forty one consultees identified the sector they represented. Thirty consultees representing Early Years/CCLD, four HSC(CYP) and seven represented both. Of the nineteen whose sector allegiance was not known, ten consultees were from colleges (including one consultee representing a college and SQA), three consultees from Councils, one from Higher Education (HE), one from an Awarding Body and four from other organisations not known.

Forty nine consultees indicated their occupations/job roles. These included:

- 23 assessor/trainers
- 5 managers
- 5 FE lecturers
- 4 employers
- 3 assessors/trainers/FE lecturers
- 2 managers/assessors/trainers
- 2 advisors
- 1 manager/assessor/trainer
- 1 manager/assessor/trainer/FE lecturer
- 1 practitioner/assessor/trainer/FE lecturer
- 1 HE lecturer
- 1 practitioner.

The workshop attendees worked in groups. Twelve consultation feedback forms were collected across the four workshops. The focus of the employer workshops was on the policy drivers and the feasibility of implementing an integrated qualification. Practitioner workshop participants responded to questions about the policy drivers and discussed in detail the feasibility of actually integrating the mandatory units /qualifications, using structures in Appendix E and analysis in Appendix F[2]. These were identified through the original desk research.

c) Website consultation

Throughout March 2011 a website consultation was available. This used the materials and a individualised version of the questions provided at the workshops. Individuals could respond either through the SSSC website, by email or by post. Five individual consultees responded via the SSSC website (3 respondents), one by email and one by post

d) Interviews

A telephone interview was carried out with the member of the Scottish Government staff leading the development of the Common Core of Skills, Knowledge & Understanding and Values for the children's workforce in Scotland.

Feedback from the different methodologies has been summarised in Sections 5, 6 and 7.

5. Merging the qualifications: Does it support national policy?

The twelve respondents who completed the questions (4 respondents only commented), considered that that merging HSC(CYP) and CCLD SVQs at levels 3 and 4 supported the policy drivers in terms of coherence, flexibility, integration and career pathways for those working with children, young people and their families.

Eight workshop and one individual consultee commented on policy drivers and the merging of the qualifications. The comments included that the combined qualification:

- needed to be done well to work (cited 3)
- would 'improve career pathways' (cited 2) and 'improve flexibility' (cited 2)
- reflected Curriculum for Excellent (cited 2)
- would 'increase knowledge and understanding of worker'.

Concerns were raised about:

- 'registration issues' of (cited 2)
- playwork not being included[3]
- different local authorities taking different approaches
- this being 'as far as staff want to go'
- driving it down early education and childcare
- quality would be part of the process.

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[2] Only practitioner workshop groups considered the analysis of the mandatory NOS in detail

[3] Although this was raised at the workshop it was not possible to include playwork in this consultation at the Playwork NOS are managed by another sector skills council - Skills Active

6. Merging the qualifications: Is it feasible and desirable?

Merging of the SVQs has always, and continues to be possible where workers carry out agreed common functions and the requisite knowledge and understanding. Common functions were identified across the children's workforce by the four countries of the UK (see Appendix B, Skills for Care and Development Alliance Partners,2007).

Twelve of the 15 respondents agreed that the functions identified in the key roles[4] were common across the children's workforce. 1 stated no and two only provided comments. Overall 10 workshop groups and one individual consultee commented on the commonality across all children and young people services, these included:

- the need for all key roles should have legal, ethical...etc context highlighted (cited 3)
- the need for communication and reflection to be more explicit (cited 2)
- the need for a common assessment strategy (cited 2)
- the need to include protection
- concerns about the use of 'unique, stick with individual'
- the need to add values into key role I
- for Key Role B that agreed outcomes needed clarification as didn't appear to be anything about how the agreed outcomes were set
- the need for the key purpose sentence to be reworked
- agreement that the skills listed should be common across C & YP services but aren't necessarily so on all cases/settings
- concerns about whether assessors/training provides would have competence to deliver a merged qualification
- issues about registration
- that it was a 'good starting point but needed more work'.

6.1 Feedback on the suggested structures in Appendix E

All SVQ candidates are required to take a minimum of two mandatory NOS. Therefore, to feasibly merge HSC(CYP) and CCLD levels 3 and 4 at least two common functions must be carried out by all candidates. Optional structures can take account of differences so long as there is sufficient commonality across the workforce to allow the development of a robust core.

As part of the desk research an analysis of the mandatory units for HSC(CYP) and CCLD was undertaken to establish whether the overlap between the mandatory NOS was sufficient to allow at least two common mandatory NOS. Originally the focus was on HSC(CYP) and CCLD only. However, reference group members stated that HSC(Adults) needed to be included in the analysis as three of the four mandatory NOS in HSC(CYP) were shared with HSC(Adults). Reference group members indicated that the link between children and young people and adult services should be maintained and that it would be a retrograde step to split these two qualifications. The analysis of the present level 3 and 4 mandatory units for HSC(CYP), HSC(Adults) and CCLD indicated that two of the mandatory NOS cover the same functions but differ in presentation and some of the content (see Appendix F). The two mandatory NOS were Health and Safety and Reflection and PPD/CPD. Other mandatory NOS are similar in content but the similarity is shared across different mandatory NOS. Some of the mandatory NOS remained specific to one sector.

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[4] The consultees were only asked to comment on the key roles page (see Appendix B)

Focussing on skills, knowledge, understanding and values the proposed common core presently being consulted on (The Scottish Government, March 2011) identified commonalities for all staff in the children's work, regardless of level. The mandatory NOS for HSC(CYP) and HSC(Adults), are similar to the proposed performance, knowledge and understanding, core skills and values outlined in the common core consultation document. Thus any merged qualification could support the proposed common core allowing differentiation of levels, whilst ensuring assessed competence.

a) Perceived benefits and disadvantages/issues of the suggested structures

Participants were asked about the benefits and disadvantages of the structures outline in Appendix E. The benefits were stated as such. However, during the analysis of feedback it became apparent that the use of the term disadvantages was misleading. Apart from concerns raised about the dilution of standards the 'disadvantages' stated were mainly issues and challenges that need to be considered should the qualifications be merged. Members of the reference group agreed that the term disadvantage did not reflect the comments made. The terms challenges and issues should be used in the report.

Nine workshop groups and two individual consultees identified challenges/ issues of the suggested structures for merging the mandatory units in Appendix E. Table I in Appendix G details the analysis of the responses. Twenty different advantages were identified including increased knowledge, flexibility, mobility and economic advantage. Eleven challenges/issues were raised. These included concerns about the dilution of the standards, the need to expand the proposed two common mandatory NOS, implementation and parity issues and a comment that the exclusion of playwork may 'widen the gap' between playwork and others in the children's workforce.

b) Support for the suggested structure

Five respondents agreed that the suggested structure for the mandatory NOS was feasible. Three workshop groups said 'no' and seven commented only. The comments made included the need:

- for more in the core including communication, human development, protection and teamwork (cited 8)
- to resolve SCQF levelling (cited 6)
- for a clear purpose (cited 2).

Singular concerns were raised about competence of assessors; the cost implication for delivery; whether this was change for change sake, the feeling that the revised structure was too generic and a final concern that the knowledge statement seem a bit weighty (it is assumed this is in regard of the knowledge in the HSC NOS as there were no knowledge statement in the analysis but participants were asked to bring along copies of the mandatory NOS). On a positive note respondents highlighted that:

- the HSC core units would give breadth (cited 2)
- the optional categories under skill sets would help learners and providers (cited 2)
- merging would recognise that staff do work across adults and C/YP services.

6.2 Feedback on the comparative analysis of the mandatory units in Appendix F

Six workshop groups attending the practitioner workshop were asked to examine and comment on the analysis of the mandatory NOS across HSC(Adults), HSC(CYP) and CCLD as shown in Appendix F. Two groups supported the analysis, one group were not in support of the proposal and three groups simply commented on the analysis.

Of the two groups responding positively one commented:

- commonality of theme is apparent. The group feel that this is sufficient to progress towards merging. It is for the development of the new standards to ensure that these are written to embrace and encompass the breath of the sector
- four mandatory units would be achievable by including protection and communication from HSC
- need for child/human development thread through the award.

The group who were not in support stated that there was a 'vast difference between mandatory units at level 4 in relation to health and safety'. It was proposed that in order to maintain the adult/CYP pathway in HSC, at level 4 particularly, the CCLD NOS needed to reflect more closely that of HSC. As a 'rule of thumb' it was felt that the generic units needed to embrace HSC adult pathway. However, concern was raised that the CCLD award and the equivalent mandatory NOS had a higher credit rating and both should be credit rated and levelled the same.

The groups who only commented on the analysis identified the following:

- the need for a generic mandatory units around:
  - communication – respect, value etc
  - teamwork/ respect etc values and principles
  - child protection
  - development
- that the two units proposed were generic to the workforce
- the need to add:
  - risk to health and safety
  - protection in its widest sense
  - increasing resilience and well being.

7. Merging the qualifications: Benefits and challenges/issues

This section has been split into two as the Scottish Government representative responded holistically regarding the benefits and disadvantages and the workshop/individual consultees responded separately in regard of outcomes for children, young people and their families and in terms of supporting workers and employers.

As stated in Section 6.1(a) again the disadvantages stated by respondents were mainly issues and challenges.

7.1 Benefits and challenges/issues highlighted by the Scottish Government representative

The Scottish Government representative responded in terms the overall benefits of merging the qualification for improving outcomes for children, young people and their families as well as for the children's workforce.

Five important benefits were highlighted:

1. The potential to create career pathways i.e. this could be the first step in the process of creating better career pathways because the qualifications will not be locked into a particular occupation

2. It was considered that a unified qualification would: *'support the development of a children's workforce that was more motivated, confident and experienced in a variety of contexts'*
3. The confidence generated by the integration of the qualifications was thought would: '*rub off' on to other staff within the same organisation and/or workers in other areas'.*
4. It was also thought that the combined qualification would: '*show the candidates the wider range of occupations available to them'*
5. It would assist the wider issues of:
   - Bringing together two silos (i.e. bringing together CCLD/HSC(CYP) workforces, helping them to recognise the similarities between the sectors rather than focusing on the differences)
   - Breaking down the differences between the two sectors
   - Showing the sector that they are doing similar things
   - Reducing qualifications which helps to support transfer across sectors, jobs etc.,
   - Marketing qualifications because there will be more people for one qualification with a wider range of skills.

The one barrier identified by the Scottish Government representative was that '*people would be worried that they would all become the same 'clones' losing their professional identities'* stopping them applying for children's workforce jobs'.

7.2 Benefits and issues/challenges highlighted by workshops and website consultees

Table II in Appendix G outlines the benefits and challenges/issues highlighted by respondents in terms of improving outcomes for children, young people and their families and Table III in Appendix G highlights the benefits and challenges/issues with regard to support for workers and employers.

Both audiences considered the advantages outweighed the challenges/issues . The benefits confirmed support of the policy drivers, expressed by the Scottish Government representative outlined in Section 7.1. The challenges/issues highlighted concerns about the dilution of qualifications embracing similarity but not sufficiently acknowledging the differences in the skills and knowledge required for the different job roles in Health & Social Care and Early Years & Childcare.

As can be seen in Table II (see Appendix G), 41 comments were made regarding the benefits in relation to improving outcomes for children, young people and their families. These reiterated the policy drivers outlined in this report and the benefits highlighted by the Scottish Government representative. 33 challenges/issues were outlined from the consultation feedback. As shown some of these were statements, issues, concerns and questions rather than disadvantages.

The main concerns raised were that a combined qualification may dilute the quality captured in the individual qualifications and lose the specific performance and knowledge required for the job roles in the separate sectors (an expected concern indicated the Scottish Government representative). Registration requirements, the administration of the combined qualification in terms assessment and verification and cost implications were also raised.

Additionally an issue was raised about playwork not being included (see footnote 3, page 15).

In terms of the benefits to workers and employers, Table III (see Appendix G) highlights the 61 comments made. Again these supported the policy drivers outlined in this report and the benefits highlighted by the Scottish Government representative, in terms of flexibility, career pathways, transferable skills and improvement of practice. 38 challenges/issues were outlined. These, as in Table I, were mainly concerns about:

- Dilution to quality and specificity the combined qualification might bring
- The administration of the combined qualification in terms assessment, verification and capacity
- Cost implications
- Advice and understanding
- Registration and inspection issues.

The issue about playwork not being included was also raised (see footnote 3, page 15).

8. Conclusions

The main conclusion drawn from this study is that those consulted consider it feasible and desirable to merge SVQ levels 3 and 4 in HSC(CYP) and CCLD and that there are significant benefits from combining the qualifications. Equally challenges/issues highlighted are not insurmountable but do need to be taken account of should the integration of the qualifications go ahead.

Consistent themes in terms of the benefits to be accrued from merging the qualifications support the important policy drivers underpinning this feasibility study. They include flexibility, career pathways, integration and cohesion, transferability and improved skills for the children's workforce. These in turn provide additional benefits for employers and should support improved outcomes for children, young people and their families.

Any merged qualification needs to be constructed around or upon the shared HSC CYP/Adult mandatory NOS. This is because HSC(Adult) SVQ levels 3 and 4 share some mandatory units. Important 'ties' which should not be broken according to the reference group. A merged qualification will provide pathways into and from adult services, helping to overcome some of the problems that arise for those working with families and with children through transition into adulthood

The main challenge in merging the qualifications is to address the concern that a combined qualification may 'dilute' the quality and specificity of the performance and knowledge for workers within the different sectors. Implementation issues have been raised throughout the feedback such as concerns about the quality and capacity of training providers, assessors and verifiers as well as the cost of implementing any combined qualification. Other themes have included registration issues, difference in credit rating and levelling and the exclusion of playwork.

The mandatory NOS for HSC(CYP) and HSC(Adults), although based on functions, cover within their performance and knowledge the common core skills, knowledge and understanding and values, presently being consulted on by the Scottish Government (March 2011). The common core is unlevelled at present. Dependent on the outcomes from the consultations, the SVQs could provide a levelled approach to support the proposed core skills ensuring a robust assessment and verification regime. As such the NOS could provide the tool for integrating the qualifications across the children's workforce at differing levels, taking account of the differing job roles and providing a coherent structure that spans not only the children's workforce but also provides a bridge into adult services.

The analysis carried out in Appendix F highlights the overlaps and differences between the shared HSC CYP/Adult NOS and CCLD. This could be built upon to identify a cohesive structure, based on the NOS for the whole of the children's workforce in Scotland, especially as the HSC NOS cover the proposed common core skills, knowledge and values presently being consulted on by the Scottish Government. Consultees stated that the two common units needed to be supported by other common functions with regard to protection, communication and human development. These would make the mandatory units more robust. This would allow the outcomes from the consultation on the common core of skills, knowledge, understanding and values for the children's workforce in Scotland, to be accommodated within any resultant combined qualification.

9. The next steps

The policy drivers and consultation feedback indicate the feasibility, benefits and some issues/challenges with merging HSC(CYP) and CCLD level 3 and 4 SVQ..

This report proposes four steps in taking forward the feasibility study:

1. The outcomes from this report should:
   - be disseminated, highlighting the additional benefits for employees, employers, in terms of improved outcomes for children, young people and their families and in support the policy drivers.
   - inform the HSC/CCLD reviews presently underway in Scotland
   - be incorporated into the SSSC's consultation feedback for The Scottish Government's consultation on the Common Core of Skills, Knowledge & Understanding and Values for the Children's Workforce in Scotland, indicating how the HSC mandatory NOS of their SVQs could and do include the proposed common core, as well as providing a 'leveled' approach to address the differing job roles of the children's workforce
   - be developed into a framework which outlines the benefits and implications of any changes to the existing qualification structure for children and young people, parents and adults, workers, employers and training providers.
2. Liaison between the SSSC and The Scottish Government, when carrying out the HSC/CCLD review to ensure that the outcomes incorporate the emerging common core skills for the children's (and adult) workforce.
3. The mandatory NOS of the HSC(Adult) SVQ should be retained to enable clear pathways into and from adult services. This will help overcome some of the problems for those working with families and with children through transition into adulthood. However this also means that any merged qualification needs to be constructed around or upon the shared HSC CYP/Adult mandatory NOS. Thus it is important that a comparative evaluation be undertaken of the HSC mandatory NOS to establish whether these cover the core functions carried out by those working in Early Years and Child Care settings. Should anything be missing or need changing a 'technical solution' should be found to enable the SSSC to provide a cohesive structure to meet the qualification needs of HSC(CYP), HSC(Adults) and CCLD in Scotland.
4. The main challenge highlighted by consultees is that a combined qualification would 'dilute' the quality and specificity of job roles of workers within the different sectors, in terms of performance and knowledge required by candidates. Other issues raised included the development/revision of the NOS, the assessment

strategy, implementation, equity of credit and levelling and registration requirements. All of these need to be taken account of when the SSSC prepares their response to the HSC/CCLD review.

Finally, as Scotland is committed to the use of NOS to underpin SVQs and as other countries within the UK are developing their own frameworks and re-structuring the NOS to fit into their frameworks, this maybe an appropriate time for Scotland to develop a framework of common core units based on the shared mandatory NOS with HSC(CYP/Adults) and CCLD.

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Appendix A Proposed Common Core

From: 'A Consultation on the Common Core of Skills, Knowledge & Understanding and Values for the Children's Workforce in Scotland' (The Scottish Government, March, 2011)

Skill	Skill	Skill
Sound Observation, Judgement and Decision making	**Appropriate and Effective Communication**	**Effective Partnership & Multi-agency Working**
Context	**Context**	**Context**
Includes: noticing signs that initially concern you; judging if you need to intervene and how; and deciding when and how to take issues forward / or being satisfied appropriate action has been taken.	Includes: utilising the appropriate method of communicating depending on the situation and needs of the child, young person or family. Ensuring honesty and confidentiality at every stage and recognising diversity and equality.	Includes: ability to involve children, young people, parents, carers and communities in decision making where appropriate, building on their strengths. Working effectively with a range of different workers within own organisation and in others.
Context	**Context**	**Context**
Knowledge & understanding	**Knowledge & understanding**	**Knowledge & understanding**
Workers will need anything from an awareness of these areas to a deep understanding, depending on their role	Workers will need anything from an awareness of these areas to a deep understanding, depending on their role	Workers will need anything from an awareness of these areas to a deep understanding, depending on their role
Areas of knowledge & understanding	**Areas of knowledge & understanding**	**Areas of knowledge & understanding**
development of babies, children and young people needs of children from their parents and those who care for them, and what behaviours may be harmful to them parameters of your own role and who else can help, how to contact them and when you should advantages of early intervention in ensuring children have the best start in life and in the prevention of future problems responsibilities around information sharing and confidentiality and protecting children's rights risk assessment and management of identified need	importance and impact of good written, verbal and non-verbal communication (e.g. body language) importance of openness, honesty and confidentiality to children and young people importance of checking that your communication has been understood and of explaining why decisions have been made importance of promoting children's rights at every opportunity importance of avoiding misunderstandings by recording concerns or assessments in plain English	equality, diversity, cultural differences, disability - how they can impact on partnership working with families and communities work with young people and families to make their own decisions and form their own solutions particular needs of children, young people and families going through transitions and what you can do to help awareness of different professional terminology and language and to actively seek clarification if needed parameters of your own role and who else can help responsibilities of information sharing and confidentiality advantages of utilising the latest tools from the national policy context to improve your practice know how to show leadership in any role in any organisation

Values & Principles (from Getting it Right)
Getting it Right has some underpinning principles within the approach that have broad application across relevant agencies. These principles are being described as values. Values inform or influence choices and action across a wide range of role and context. Successful evolution in culture, systems and practices across diverse agencies may depend partly upon on a shared philosophy and value base.
Promoting the well-being of individual children and young people: this is based on understanding how children and young people develop in their families and communities and addressing their needs at the earliest possible time **Keeping children and young people safe**: emotional and physical safety is fundamental and is wider than child protection **Putting the child at the centre**: children and young people should have their views listened to and they should be involved in decisions that affect them **Taking a whole child approach**: recognising that what is going on in one part of a child or young person's life can affect many other areas of his or her life **Building on strengths and promoting resilience:** using a child or young person's existing networks and support where possible **Promoting opportunities and valuing diversity:** children and young people should feel valued in all circumstances and practitioners should create opportunities to celebrate diversity **Providing additional help that is appropriate, proportionate and timely**: providing help as early as possible and considering short and long-term needs Supporting informed choice: supporting children, young people and families in understanding what help is possible and what their choices may be **Working in partnership with families:** supporting, wherever possible, those who know the child or young person well, know what they need, what works well for them and what may not be helpful **Respecting confidentiality and sharing information**: seeking agreement to share information that is relevant and proportionate while safeguarding children and young people's right to confidentiality **Promoting the same values across all working relationships:** recognising respect, patience, honesty, reliability, resilience and integrity are qualities valued by children, young people, their families and colleagues **Making the most of bringing together each worker's expertise:** respecting the contribution of others and co-operating with them, recognising that sharing responsibility does not mean acting beyond a worker's competence or responsibilities **Co-ordinating help**: recognising that children, young people and their families need practitioners to work together, when appropriate, to provide the best possible help **Building a competent workforce to promote children and young people's well-being:** committed to continuing individual learning and development and improvement of inter-professional practice.

Appendix B

Final Draft Functional Analysis

Analysis of common transferable functions required to work with children and young people

Compiled by the LMG Associates team

from

'Final report for Phase 1 of the Project to Develop Generic transferable units of competence for children's services' was published for Skills for Care and Development Alliance Partners (LMG Associates Ltd, 2007).

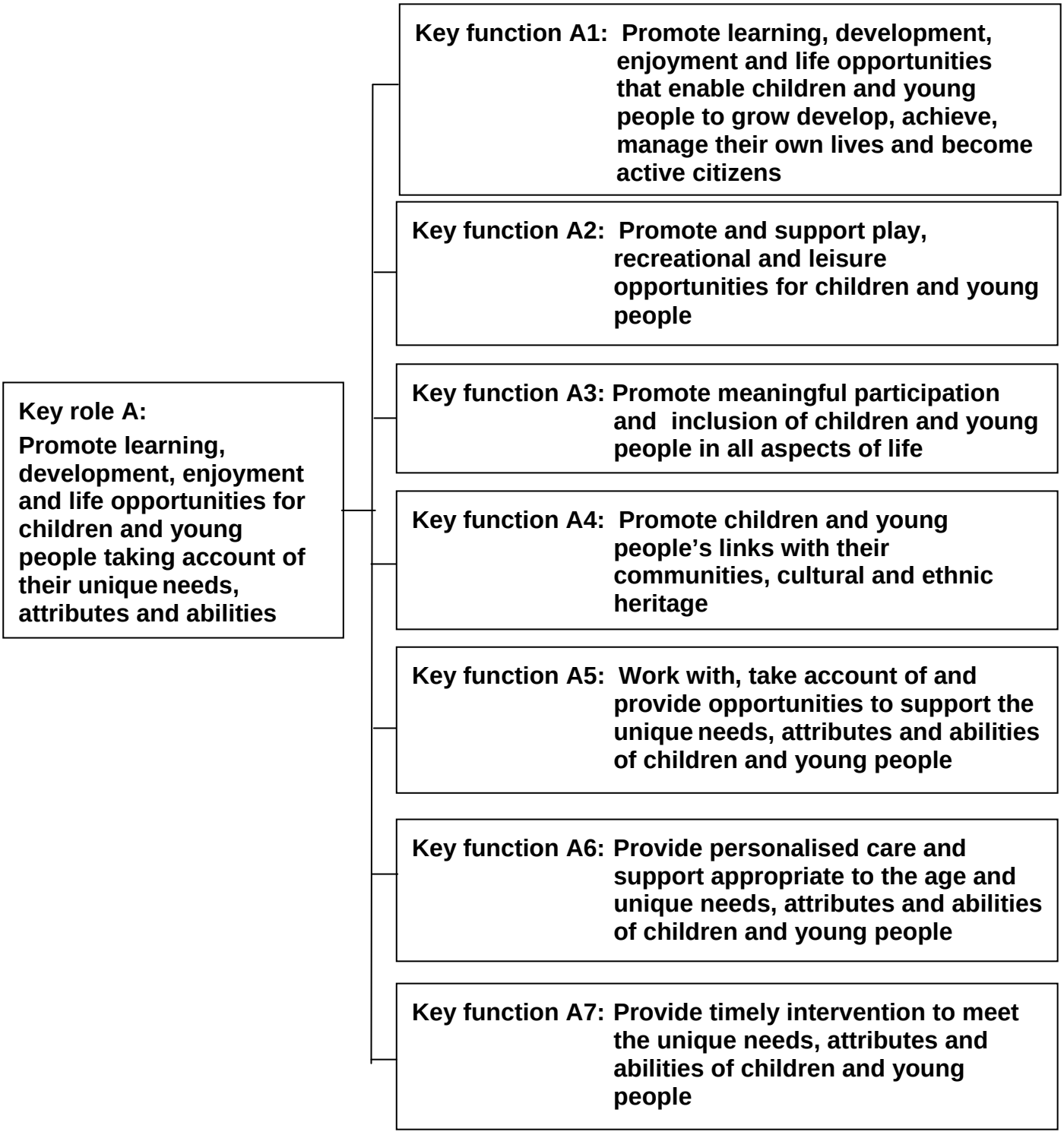
Key purpose and key roles

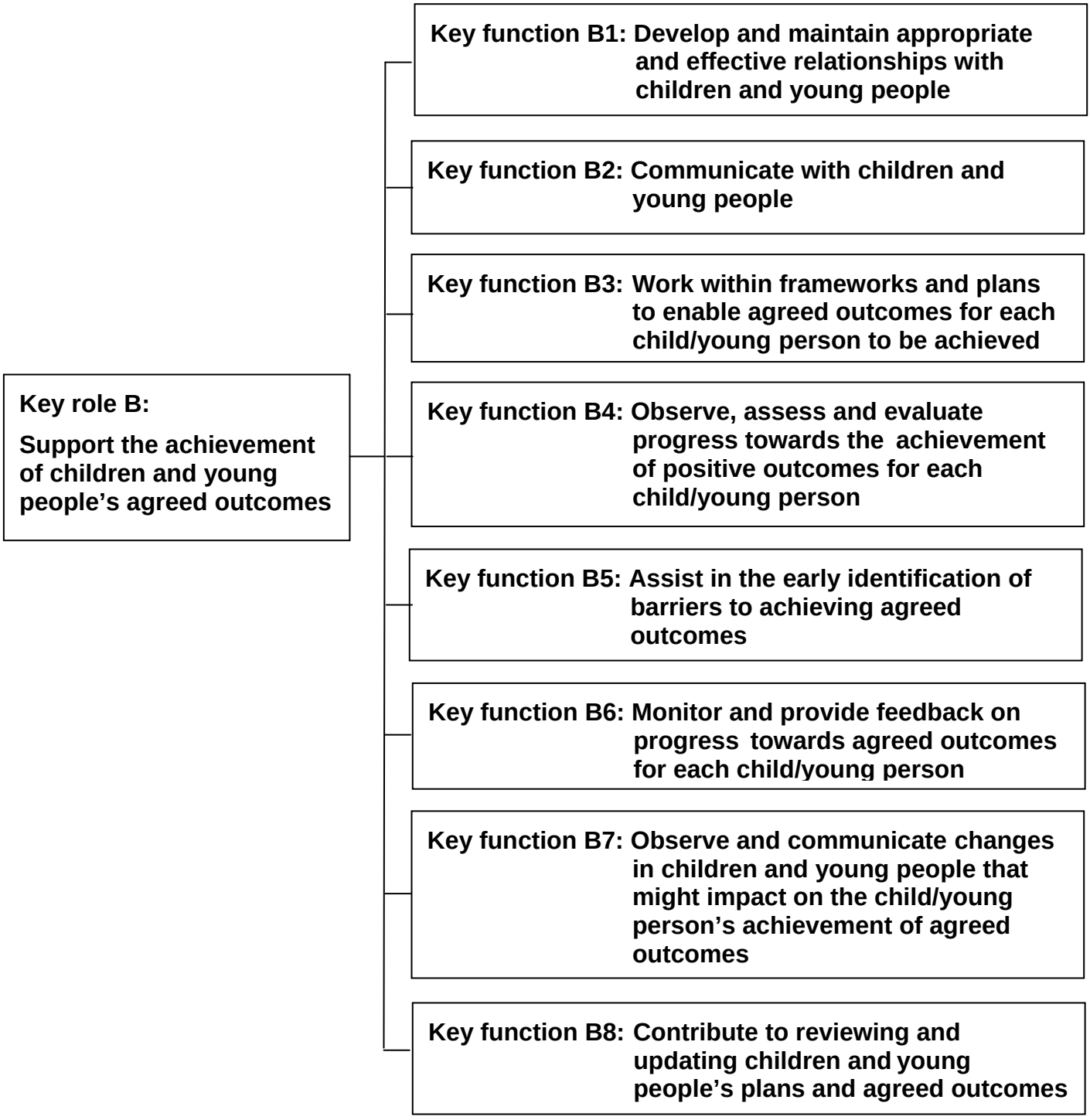
The key purpose of working with children and young people[1] is to provide child/young person centred practice. This should promote positive outcomes for each child/young person in a supportive family, community and environment that ensures their safety, protection, participation, development and well being

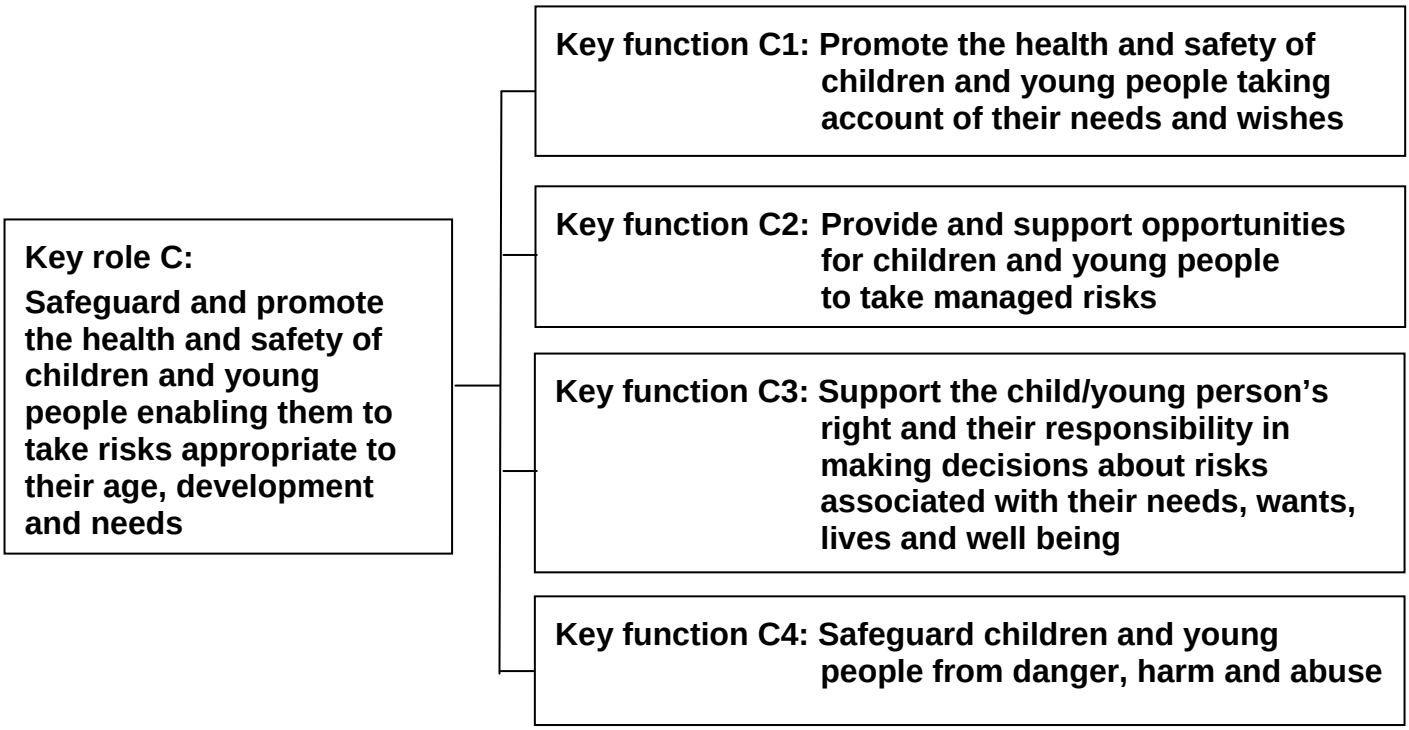
- **Key role A: Promote learning[2], development, enjoyment and life opportunities for children and young people taking account of their unique needs, attributes and abilities**
- **Key role B: Support the achievement of children and young people's agreed outcomes**
- **Key role C: Safeguard and promote the health and safety of children and young people enabling them to take risks appropriate to their age, development and needs**
- **Key role D: Provide a secure, stable, stimulating, supportive, healthy and safe environment in which the child/young person can grow, develop and manage transitions and change**
- **Key role E: Work with family members, carers, groups and communities to promote the inclusion, safety, protection, development and well being of children and young people**
- **Key role F: Ensure that the child/young person is always placed at the centre of the decision making process by working with team members and relevant others in integrated ways**
- **Key role G: Promote knowledge and implement child/young person centred best practice, which takes account of their rights, holistic needs and values and respects them as unique individuals and respects them as unique[3] individuals**
- **Key role H: Record, report, share and use information according to legal, ethical, regulatory and organisational policies and procedures**
- **Key role I: Manage time, resources and reflect on own practice and development needs**

1. Children and young people within this document are likely to have symbiotic relationship with their families. This means that families need children and young people as much as children and young people need families
2. Learning is used in its broadest sense to cover experiential learning, play and play based learning, learning in groups, formal and informal learning. It will cover every activity and experience that the child/young person is exposed to. In the context of this functional analysis the learning promoted by all who work with children and young people should be positive and support their development, safety and well being
3. Unique is used in this context to cover the holistic and individual abilities, needs and physical attributes of a child/young person. These will differ for each child/young person and may vary from those that would normally be expected of a child/young person of the same chronological age.

Final phase 1 draft functional analysis




Key role B:
Support the achievement of children and young people's agreed outcomes
Key function B1: Develop and maintain appropriate and effective relationships with children and young people
Key function B2: Communicate with children and young people
Key function B3: Work within frameworks and plans to enable agreed outcomes for each child/young person to be achieved
Key function B4: Observe, assess and evaluate progress towards the achievement of positive outcomes for each child/young person
Key function B5: Assist in the early identification of barriers to achieving agreed outcomes
Key function B6: Monitor and provide feedback on progress towards agreed outcomes for each child/young person
Key function B7: Observe and communicate changes in children and young people that might impact on the child/young person's achievement of agreed outcomes
Key function B8: Contribute to reviewing and updating children and young people's plans and agreed outcomes


Key role C:
Safeguard and promote the health and safety of children and young people enabling them to take risks appropriate to their age, development and needs
Key function C1: Promote the health and safety of children and young people taking account of their needs and wishes
Key function C2: Provide and support opportunities for children and young people to take managed risks
Key function C3: Support the child/young person's right and their responsibility in making decisions about risks associated with their needs, wants, lives and well being
Key function C4: Safeguard children and young people from danger, harm and abuse

Key role D:

Provide a secure, stable, stimulating, supportive, healthy and safe environment in which the child/young person can grow, develop and manage transitions and change

- **Key function D1: Provide a secure, stable, supportive, healthy and safe environment that develops resilience within children and young people and supports them**
- **Key function D2: Create a stimulating and safe environment to support the learning and development of children and young people**
- **Key function D3: Support children and young people through transitions and change**
- **Key function D4: Ensure the environment and its resources are safe for children and young people**
- **Key function D5: Provide an environment to support children and young people's physical, intellectual, social and emotional development and growth and development**

Key role E:

Work with family members, carers, groups and communities to promote the inclusion, safety, protection, development and well being of children and young people

- **Key function E1: Maintain appropriate relationships with family members, carers, groups and communities**
- **Key function E2: Communicate with family members, carers, groups and communities**
- **Key function E3: Work in partnership with family members, carers, groups and communities promote the inclusion, safety, protection, development and well being of children and young people**

Key role F:

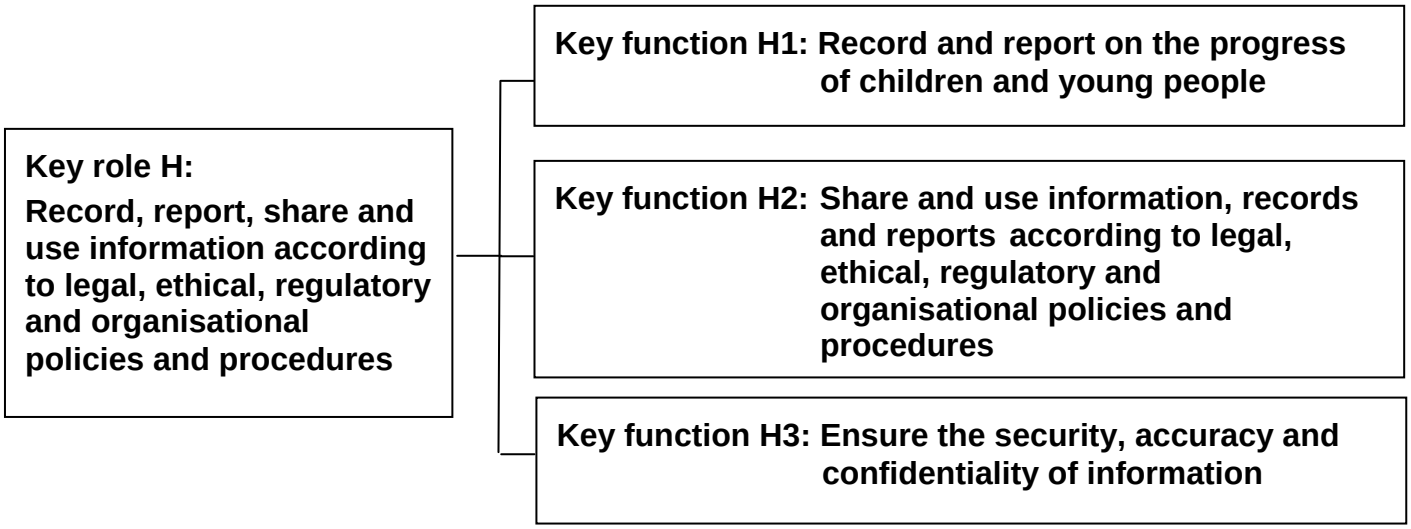
Ensure that the child / young person is always placed at the centre of the decision making process using an integrated approach

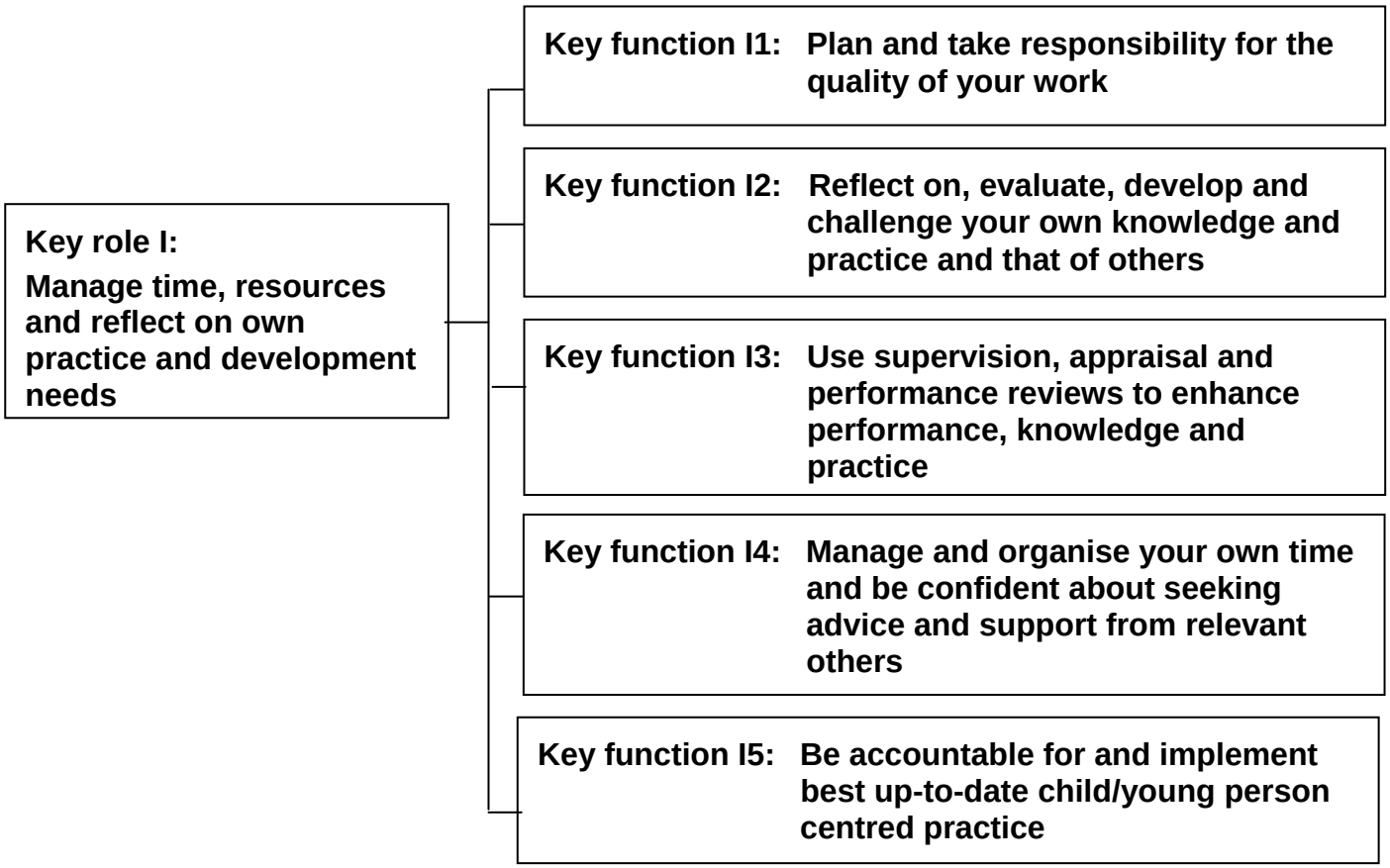
- **Key function F1: Develop and maintain effective relationships to safeguard and support the development, growth, and well being of children and young**
- **Key function F2: Communicate, share and use information to maintain a holistic approach to the child/young person**
- **Key function F3: Work effectively with others to achieve positive outcomes for children and young people and overcome barriers to achievement**
- **Key function F4: Ensure that the child/young person's participation and that their wishes and needs are central to any decision making when working in integrated ways**
- **Key function F5: Work with others to promote the child/young person's unique identity and place within their community**

Key role G:

Promote knowledge and implement child/young person centred best practice, which takes account of their rights, holistic needs and values and respects them as unique individuals

- **Key function G1: Respect and value the unique needs, attributes and abilities of children and young people**
- **Key function G2: Protect the rights and promote the responsibilities of children and young people**
- **Key function G3: Promote children and young people's interests and their right to independence and choice within appropriate boundaries**
- **Key function G4: Embed equality and challenge discriminatory and poor practice appropriately**
- **Key function G6: Respect the rights of children and young people whilst seeking to ensure that their behaviour does not harm themselves or other people**


Key role H:
Record, report, share and use information according to legal, ethical, regulatory and organisational policies and procedures
Key function H1: Record and report on the progress of children and young people
Key function H2: Share and use information, records and reports according to legal, ethical, regulatory and organisational policies and procedures
Key function H3: Ensure the security, accuracy and confidentiality of information


Key role I:
Manage time, resources and reflect on own practice and development needs
Key function I1: Plan and take responsibility for the quality of your work
Key function I2: Reflect on, evaluate, develop and challenge your own knowledge and practice and that of others
Key function I3: Use supervision, appraisal and performance reviews to enhance performance, knowledge and practice
Key function I4: Manage and organise your own time and be confident about seeking advice and support from relevant others
Key function I5: Be accountable for and implement best up-to-date child/young person centred practice

Appendix C: Final draft statement of values and principles for those working with children and young people from 'Final report for Phase 1 of the Project to Develop Generic transferable units of competence for children's services' was published for Skills for Care and Development Alliance Partners (LMG Associates Ltd, 2007). 21 September 2007

This statement builds on the UN Convention on the Rights of the Child (1989) and the requirements of the Children's Commissioners across the four countries of the UK. It is based on the understanding that most children/young people live within a family and all children/young people live within a community.

Principle 1: All children and young people have the right to be valued as unique individuals and treated fairly, equally and without discrimination

To promote this principle all workers in all settings must:

- promote equality
- protect children and young people from discrimination
- respect diversity and challenge stereotypes
- ensure children and young people are valued as citizens and have a right to a nationality and identity
- acknowledge the rights and responsibilities of children and young people
- respect the privacy and confidentiality of children and young people
- ensure children and young people are nurtured, respected, valued and know and enjoy all of their rights

Principle 2: The best interest of children and young people must always come first

To promote this principle all workers in all settings must:

- support children and young people's opportunities to improve their life chances
- work effectively with others
- acknowledge the role parents, carers, families and relevant others play in helping children and young people to achieve positive outcomes
- support children and young people to develop appropriate relationships with peers, adults and family
- support children and young people to find out about things that they are interested or is important to them
- support children and young people to play, follow leisure and recreational interests, use their talents and relax by doing things like sport, music and drama
- safeguard children and young people from all forms of danger, violence and abuse

Principle 3: All children have the right to be heard on issues and decisions that affect their lives

To promote this principle all workers in all settings must:

- acknowledge the rights and responsibilities of children and young people
- support children to express what they think and feel using an appropriate form of communication, so long as they do not infringe other people's rights
- enable children and young people to participate fully in decisions that affect them
- enable children and young people to access to they information they need and appropriate advocacy support
- listen to and give voice to the views of children and young people
- ensure children and young people are actively involved in every aspect of their lives and in developing relevant services

Appendix D

Matrix of HSC and CCLD linked with the functional analysis at the key role level

NOS February 2011 (except for newly developed units) from 'Final report for Phase 1 of the Project to Develop Generic transferable units of competence for children's services' was published for Skills for Care and Development Alliance Partners (LMG Associates Ltd, 2007).

KEY ROLE A: Promote learning, development, enjoyment and life opportunities for children and young people **taking account of their unique needs, attributes and abilities**	
Unit/Module content	**Sources**
Support children with disabilities or special educational needs and their families	CCLD L3 (CCLD321)
Promote children's development	CCLD L3 (CCLD301)
Promote the health and physical development of children	CCLD L3 (CCLD307)
Promote children's well- being and resilience	CCLD L3 (CCLD308)
Plan and implement positive environments for babies and children under 3 years	CCLD L3 (CCLD312)
Provide physical care that promotes the health and development of babies and children under 3 years.	CCLD L3 (CCLD314)
Co-ordinate special educational needs in early education settings	CCLD L3 (CCLD339)
Help pupils to develop their numeracy skills	CCLD L3 (CCLD346)
Support early intervention for the benefit of children and families	CCLD L3 (CCLD313)
Evaluate, assess and support the physical, intellectual, emotional and social development of children	CCLD L4 (CCLD408)
Support and evaluate the curriculum for children's early learning	CCLD L4 (CCLD407)
Develop and support children's early learning in partnership with teachers	CCLD L4 (CCLD406)
Support programmes for the promotion of children's development	CCLD L4 (CCLD403)
Evaluate, assess and support children's creativity	CCLD L4 (CCLD410)
Evaluate, assess and support children's early mathematical learning, exploration and problem solving	CCLD L4 (CCLD411)
Contribute to the enhancement of early education for children	CCLD L4 (CCLD419)
Evaluate, assess and support children's communication	CCLD L4 (CCLD409)
Promote effective communication for and about individuals	HSC L3 (HSC31)
Work with children and young people to promote their own physical and mental health needs	HSC L3 (HSC313)
Support the social, emotional and identity development of children and young people	HSC L3 (HSC312)
Support children and young people to develop and maintain supportive relationships	HSC L3 (HSC311)
Work with children and young people to prepare them for adulthood, citizenship and independence	HSC L3 (HSC310)
Contribute to the prevention and management of challenging behaviour in children and young people	HSC L3 (HSC326)
Support children and young people to manage their lives	HSC L3 (HSC38)
Promote the well-being and protection of children and young people	HSC L3 (HSC 34)
Support children and young people to achieve their educational potential	HSC L3 (HSC39)
Develop practice which promotes the involvement, well-being and protection of children and young people	HSC L4 (HSC44)

KEY ROLE B: Support the achievement of children and young people's agreed outcomes	
Unit/Module content	**Sources**
Develop and promote positive relationships	CCLD L3 (CCLD301)
Support individuals to communicate using interpreting and translation services	HSC L3 (HSC371)
Support individuals to communicate using technology	HSC L3 (HSC370)
Contribute to the assessment of children and young peoples' needs and the development of care plans	HSC L3 (HSC36)
Independently represent and advocate with, and on behalf of, children and young people	HSC L4 (HSC46)

KEY ROLE C: Safeguard and promote the health and safety of children and young people enabling them to take risks appropriate to **their age, development and needs**	
Unit/Module content	**Sources**
Safeguard children from harm	CCLD L3 (CCLD326)
Protect and promote children's rights	CCLD L3 (CCLD305)
Support policies, procedures and practice to safeguard children and ensure their inclusion and well-being	CCLD L4 (CCLD402)
Contribute to assessing and act upon risk of danger, harm and abuse	HSC L3 (HSC395)
Contribute to protecting children and young people from danger, harm and abuse	HSC L3 (HSC325)
Care for and protect babies	HSC L3 (HSC37)
Promote the well-being and protection of children and young people	HSC L3 (HSC34)
Promote, monitor and maintain health, safety and security in the working environment	HSC L3 (HSC32)
Support the protection of individuals, key people and others	HSC L4 (HSC430)
Contribute to the development and maintenance of healthy and safe practices in the working environment	HSC L4 (HSC42)

KEY ROLE D: Provide a secure, stable, stimulating, supportive, healthy and safe environment in which the child/young **person can grow, develop and manage transitions and change**	
Unit/Module content	**Sources**
Create environments that promote positive behaviour	CCLD L3 (CCLD337)
Support the child or young person's successful transfer and transition in learning and development contexts	CCLD L3 (CCLD325)
Promote healthy living for children and families	CCLD L3 (CCLD319)
Plan for and support self-directed play	CCLD L3 (CCLD318)
Promote children's well- being and resilience	CCLD L3 (CCLD308)
Plan and organise environments for children and families	CCLD L3 (CCLD306)
Develop and maintain a healthy, safe and secure environment for children	CCLD L3 (CCLD302)
Provide a home for children and young people	HSC L3 (HSC318)
Develop and maintain an environment which safeguards and protects children and young people	HSC L4 (HSC451)

KEY ROLE E: Work with family members, carers, groups and communities to promote the inclusion, safety, protection, development **and well being of children and young people**	
Unit/Module content	**Sources**
Care for children at home	CCLD L3 (CCLD320)
Work with families to enhance their children's learning and development	CCLD L3 (CCLD317)
Empower families through the development of parenting skills	CCLD L3 (CCLD322)
Support the delivery of community based services to children and families	CCLD L3 (CCLD324)
Involve families in the childcare setting	CCLD L3 (CCLD332)
Contribute to supporting parents with literacy, numeracy or language needs	CCLD L3 (CCLD315)
Evaluate and co-ordinate the environment for children and families	CCLD L4 (CCLD412)
Co-ordinate provision for babies and children under 3 years in partnership with their families	CCLD L4 (CCLD405)
Co-ordinate work with families	CCLD L4 (CCLD422)
Establish and sustain relationships with providers of services to children and families	CCLD L4 (CCLD417)
Support families in their own home	HSC L3 (HSC319)
Support professional advice to help parents to interact with and take care of their newly born baby(ies)	HSC L3 (HSC320)
Support and encourage parents and guardians to care for babies during the first year of their lives	HSC L3 (HSC321)
Work in collaboration with carers in the caring role	HSC L3 (HSC387)
Prepare your family and networks to provide a home for children and young people	HSC L3 (HSC317)
Relate to families, parents and carers	HSC L3 (HSC388)
Work with community networks and partnerships	HSC L3 (HSC3101)
Help develop community networks and partnerships	HSC L3 (HSC3102)
Work with carers, families and key people to maintain contact with individuals	HSC L3 (HSC389)
Support people who are providing homes for individuals and/or children and young people	HSC L4 (HSC4525)
Help parents and carers to acquire and use skills to protect and take care of children and young people	HSC L4 (HSC47)

KEY ROLE F: Ensure that the child / young person is always placed at the centre of the decision making process using an integrated approach	
Unit/Module content	**Sources**
Contribute to the leadership and management of integrated childcare provision	CCLD L4 (CCLD431)
Manage multi-agency working arrangements	CCLD L4 (CCLD423)
Establish and develop working relationships	CCLD L4 (CCLD401)
Participate in inter-disciplinary team working to support individuals	HSC L3 (HSC3100)
Lead teams to support a quality provision	HSC L4 (HSC451)
Develop joint working agreements and practices and review their effectiveness	HSC L4 (HSC433)

KEY ROLE G: Promote knowledge and implement child/young person centred best practice, which takes account of their rights, holistic needs **and values and respects them as unique individuals**	
Unit/Module content	**Sources**
Co-ordinate and support provision for disabled children and those with special educational needs	CCLD L4 (CCLD414)
Contribute to child care practice in group living	HSC L3 (HSC323)
Support the needs of children and young people with additional requirements	HSC L3 (HSC316)
Work with children and young people with additional requirements to meet their personal support needs	HSC L3 (HSC315)
Support individuals with specific communication needs	HSC L3 (HSC369)

KEY ROLE H: Record, report, share and use information according to legal, ethical, regulatory and organisational **policies and procedures**	
Unit/Module content	**Sources**
Provide information about children and families' services	CCLD L4 (CCLD421)
Use and develop methods and systems to communicate record and report	HSC L4 (HSC41)

KEY ROLE I: Manage time, resources and reflect on own practice and development needs	
Unit/Module content	**Sources**
Reflect on and develop practice	CCLD L3 (CCLD304)
Research and develop an area of practice	CCLD L4 (CCLD420)
Reflect on, review and develop own practice	CCLD L4 (CCLD404)
Reflect on and develop your practice	HSC L3 (HSC33)
Take responsibility for the continuing professional development of self and others	HSC L4 (HSC43)

Appendix E Ideas for integrated structures for levels 3 and 4 HSC (CYP/Adults) and CCLD mandatory NOS

Appendix E (i) Initial ideas for Level 3 integrated structure

Note: As three of the mandatory HSC(CYP) NOS are shared with HSC (Adults) the integrated qualification would necessarily include those working in adult services

Generic mandatory units

Two mandatory units (these would span HSC (Adults), HSC (CYP) and CCLD)

- **Health and safety**
- **Reflection and PPD/CPD**

Role specific mandatory units

HSC CYP

- ***Promote the well being and protection of children and young people***
- ***Promote effective communication, with, for and about individuals (this is a shared mandatory unit with HSC(Adults))***

CCLD

- **Promote children's development**
- ***Protect and promote children's rights***
- ***Develop & promote positive relationships***

Optional choice of units 4

HSC free choice from generic adults/CYP units

Group selected options

Note: The units in italics have partial overlaps

Appendix E (ii) Initial ideas for Level 4 integrated structure

Note: As three of the mandatory HSC(CYP) NOS are shared with HSC (Adults) the integrated qualification would necessarily include those working in adult services

Generic mandatory units qualifications

Two mandatory units (these would span HSC (Adults), HSC (CYP) and CCLD)

- **Health and safety**
- **Reflection and PPD/CPD**

Role specific mandatory units

HSC CYP

- ***Use and develop methods and systems to communicate, record and report*** *(this is a shared mandatory unit with HSC(Adults))*
- ***Develop practice which promotes the involvement, well-being and protection of children and young people***

CCLD

- ***Support programmes for the promotion of children's development***
- ***Establish and develop working relationships***

Optional suites

Optional choice of units 4
HSC free choice from generic adults/CYP units

Optional choice of 5 units
Free choice from generic adults/CYP units

Note: The units in italics have partial overlaps

Appendix F Comparisons between levels 3 & 4 CCLD & HSC (CYP/Adults) mandatory NOS

Appendix F (i) Comparison between level 3 CCLD & HSC (CYP/Adults) mandatory NOS

CCLD level 3 Mandatory units	*Links*	*HSC Mandatory units*
DR79 04 (CCLD 301) – *9 SCQF credits at SCQF level 6* **Develop and promote positive relationships** 1. Develop relationships with children 2. Communicate with children 3. Support children in developing relationships 4. Communicate with adults	Partial link but focus differs in terms of: - Focus (relationships and communications) - the children with whom the workers are working (e.g. children with difficulties in communication in HSC31) - the nature of the communication (i.e. complex & sensitive subjects in HSC31) - partial link but HSC31.1 is communications and prep for communications - children and key people integrated in HSC31 and children and adult communication split in CCLD301.4 - No link with the recording and reporting HSC31.4 Knowledge differs	**DK4R 04 (HSC31) - *8 credits at SCQF level 8 (CYP & Adults level 3)*Promote effective communication with, for and about individuals** 1. Identify ways to communicate effectively 2. Communicate effectively on difficult, complex and sensitive issues 3. Support individuals to communicate 4. Update and maintain records and reports
DR77 04 (CCLD 302) – *6 SCQF credits at SCQF level 7)* **Develop and maintain a healthy, safe and secure environment for children** 1. Establish a healthy, safe and secure environment for children 2. Maintain a healthy, safe and secure environment for children 3. Supervise procedures for accidents, injuries, illnesses and other emergencies	Links across the three elements (Els 1 & 2 vary across the links) but HSC32 includes: - taking action to deal with spillages etc., - recording and reporting on health and safety issues. CCLD302 includes specifically: - supervision of children - health and safety on outings Knowledge differs	**DK4K 04 (HSC32) - *8 credits at SCQF level 8 (CYP & Adults level 3)*** **Promote, monitor and maintain health, safety and security in the working environment** 1. Monitor and maintain the safety and security of the working environment 2. Promote health and safety in the working environment 3. Minimise risks arising from emergencies

CCLD level 3 Mandatory units	*Links*	*HSC (CYP level 3) Mandatory units*
DT0D 04 (CCLD 303) – *12 SCQF credits at SCQF level 7* **Promote children's development** 1. Observe development 2. Assess development and reflect upon implications for practice 3. Plan provision to promote development 4. Implement and evaluate plans to promote development	**Some link to HSC39 but the focus differs**	**No comparative mandatory unit**
DT0W 04 (CCLD 304) – *17 SCQF credits at SCQF level 8* **Reflect on and develop practice** 1. Reflect on practice 2. Take part in continuing professional development	Links well across the two elements but in HSC33.2: - formal supervision underpins the process - requirement to evaluation Personal and Professional development (none in CCLD304.2) - requirement to keep records on PPD (none in CCLD 304.2) Knowledge differs	**DK57 04 (HSC33) – *8 credits at SCQF level 7 (CYP & Adults level 3)*** **Reflect on and develop your practice** 1. Reflect on your practice 2. Take action to enhance your practice
DT4M 04 (CCLD 305) – *9 SCQF credits at SCQF level 6* **Protect and promote children's rights** 1. Support equality of access 2. Implement strategies, policies, procedures and practice for inclusion 3. Maintain and follow policies and procedures for protecting and safeguarding children	Partial links but the focus of the units are different CCLD is organisationally driven and HSC is practice driven. CCLD305.1 does not link is about equality of access to the provision. HSC34 is about working with children to promote their rights and responsibilities HSC34.2 only links with on PC in CCLD305.2, PC4 CCLD305.3 and HSC34.3 both covers abuse and children's protection of self but HSC is specific about abuse and requires action to be taken Knowledge differs	**DK4H 04 (HSC34) *8 credits at SCQF level 8 (CYP level 3 only but equivalent Adults NOS)*** **Promote the well-being and protection of children and young people** 1. Work with children and young people in ways that promote their rights and responsibilities 2. Support children and young people to express their views and preferences about their health and well-being 3. Contribute to the protection of children and young people

Appendix F (ii) Comparison between level 4 CCLD & HSC mandatory NOS

CCLD level 4 mandatory units	*Links*	*HSC (CYP level 4) mandatory units*
DR7L 04 (CCLD 401) – *9 SCQF credits at SCQF level 9* **Establish and develop working relationships** 1. Establish and develop working relationships with colleagues 2. Establish and develop working relationships with other professionals and agencies 3. Encourage and facilitate others to reflect on practice and share knowledge	CCLD401.3 links to HSC43.3 as it is about reflection of practice by others. The first two elements do not link across	
	CCLD403.4 links with HSC41.4 but CCLD403.4 is specifically about recording and reporting assessments of children's development whereas HSC41.4 is about general recoding and reporting	***DK95 04 (HSC41) - 9 credits at SCQF level 9 (CYP & Adults level 4)*** ***Use and develop methods and systems to communicate, record and report*** 1. Identify methods and systems to promote effective communication and engagement with individuals and key people 2. Develop and use communication methods and systems to promote effective communication *3. Evaluate communication methods and systems* *4. Maintain and share records and reports*

CCLD level 4 mandatory units	*Links*	*HSC (CYP level 4) mandatory units*
DT1L 04 (CCLD 402) – *15 SCQF credits at SCQF level 9* **Support policies, procedures and practice to safeguard children and ensure their inclusion and well-being** 1. Protect children's equality of access, inclusion and participation 2. Support the maintenance of policies and procedures for safeguarding children 3. Support the integration of procedures for safeguarding children into systems and practices 4. Support the maintenance of policies, procedures and practice for the well-being of children	CCLD402.1 links with HSC44.1 but the focus in CCLD402.1 is about equality of access etc., HSC44.1 is about respecting CYP rights and responsibilities CCLD402.2 links with HSC42.1 CCLD402.3 links with HSC42.2 and partially with HSC44.2 but the focus of 44.2 differs CCLD402.4 links with HSC44.3 HSC42.3 does not link with CCLD as it is about developing policies, procedures and practice whereas CCLD402 is about maintenance and integration	***DK5L 04 (HSC42) - 9 credits at SCQF level 9 (CYP & Adults level 4)*** **Contribute to the development and maintenance of healthy and safe practices in the working environment** 1. Contribute to monitoring compliance with health, safety and security regulations and requirements 2. Contribute to the development of systems to manage risk to self, staff and others 3. Contribute to the development of health, safety and security policies, procedures and practices ***DK68 04 (HSC44) - 9 credits at SCQF level 9 (CYP level 4 only but equivalent Adults NOS)*** **Develop practice which promotes the involvement, well-being and protection of children and young people** 1. Develop and support practice that values and respects children and young people's rights and responsibilities 2. Develop and support practice that enables children and young people to express their views and preferences 3. Promote the protection of children and young people from harm and abuse

CCLD level 4 mandatory units	*Links*	*HSC (CYP level 4) mandatory units*
DT1M 04 (CCLD 403) – *16 SCQF credits at SCQF level 9* **Support programmes for the promotion of children's development** 1. Support procedures for the regular monitoring and assessment of children's development 2. Ensure provision meets children's developmental needs 3. Ensure provision supports children's positive behaviour 4. Monitor and evaluate records and recording procedures for the assessment of children's development	CCLD 403.3 links with HSC44.3 but 44.3 is more generic in terms of harm and abuse rather than just behaviour CCLD403.4 links with HSC41.4 but CCLD403.4 is specifically about recording and reporting assessments of children's development whereas HSC41.4 is about general recoding and reporting	
DT10 04 (CCLD 404) – *12 SCQF credits at SCQF level 9* **Reflect on, review and develop own practice** 1. Investigate ways of reflecting on, reviewing and evaluating own practice 2. Reflect on and develop practice 3. Take part in continuing professional development	CCLD401.3 links to HSC43.3 as it is about reflection of practice by others CCLD404.1 & 2 link with HSC43.1 but formal supervision underpins reflective practice with HSC43.1 CCLD404.1 is really covered in knowledge and in HSC43.1 pc 5. In CCLD404 there is no requirement for recording PPD/CPD	***DK92 04 (HSC43) - 9 credits at SCQF level 9 (CYP & Adults level 4)*** **Take responsibility for the continuing professional development of self and others** 1. Take responsibility for own personal and professional development 2. Contribute to the personal and professional development of others

Appendix G

Tabulated feedback of perceived benefits and disadvantages/issues

Table I Benefits and disadvantages/issues of merging the mandatory NOS

Benefits (From 8 workshop groups/1 individual)	Disadvantages/issues (From 7 workshop groups/1 individual)
Increase spectrum of knowledge (cited 4) Flexibility (cited 3) Mobility of employee's (cited 2) Possible economic advantage for delivery (cited 2) Common standards (cited 2) Mandatory component should reflect HSC (cited 2) Like the units but needs more work (cited 2) Raised standards Employer confidence Real opportunity if done right	Dilution of the standard (cited 2) Need more than two mandatory units (cited 2) Employer support Assessor and EV competence Difference in SCQF levels Issues with registration 96 academic credits Doesn't close the gap with playwork Assessment strategy need revisiting

Table II Benefits and disadvantages/issues for improving outcomes for children, young people and their families

Benefits (From12 workshop groups/2 individuals)	Disadvantages/issues (From 11 workshop groups/2 individuals)
Easier to cross boundaries (cited 7) Integration of services (cited 6) Flexibility of workforce – ability to move from adult to children's services 'from the cradle to the grave' (cited 5) Commonality of NOS should lead to consistency of standards and service improving outcomes (cited 3) Any extra knowledge and skills has got to be an added benefit (cited 3) Better career pathways and development (cited 2) Potentially a good thing (cited 3) Robust and standardized qualification (cited 3) Underpin principles of GIRFEC (cited 2) Feasible Play plus emphasis on play will be obvious throughout More holistic approach to staff Shared approach would benefit both parts of the workforce Not silo working Common value base CCLD currently doesn't meet needs of care	Dilution potential (cited 4) Competency of EV, assessors and expert witness (cited 4) Problems with registration requirement (cited 3) Cost implications (cited 3) Not disadvantages as long as they are designed properly and are fit for purpose (cited 3) Evidencing the underpinning knowledge (cited 2) How would different context be addressed with mandatory unit to ensure outcomes improved ? (cited 2) Playwork not included (cited 2) Better match to HSC Moving towards pedagogy when Europe is moving away Staff concerns Age range Bring the different cultures together Education slant maybe watered down Staff had enough and no money Where is practical experience going to come from? Will families feel confident just approaching one person? What will happen at level 2?

Table III

Benefits and disadvantages/issues for supporting workers and employers

Benefits (From 12 workshop groups/3 individuals)	Disadvantages/issues (From 12 workshop groups/2 individuals)
Flexible workforce (cited 13) Career pathways (cited 7) Transferable skills (cited 5) Improving staff knowledge and understanding (cited 5) Employer could select specific units (cited 4) Better integrated working (cited 4) Employer flexibility in placement and planning (cited 3) Exchange of idea and skills would improve practice (cited 3) Same qualification across the workforce (cited 2) Simplified framework (cited 2) Opportunity to have robust standards (cited 2) Aid removal of barriers Improved cost effectiveness Workforce not in silos Good opportunity Facilitation of access Richness of qualification would help whole family Benefit HSC from inducing education to children and young people Improved registration Better support to candidates Needs to be well marketed and understood Should lead to consistency	Potential dilution – too generic (cited 7) EV and Assessor competence (cited 5) Capacity and ability of training providers (cited 5) May incur cost for employers (cited 3) Cost implications for college/training providers (cited 3) Will employers accept the award? (cited 3) Employee need good advice (cited 2) Registration/inspection (cited 2) Employer would need understanding of the units (cited 2) Playwork not included Chance of standard dropping Alignment with teaching? Potential narrowing of choice Ensuing knowledge is met