Arrangements for:

Professional Development Award in Education Support Assistance at SCQF level 6

Group Award Code: G9G4 46

Validation date: May 2009

Date of original publication: August 2009

Version: 04 (September 2024)

Acknowledgement

History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
04	**Addition of Unit:** Developing Professional Practice in an Education Setting: Workplace Experience (J76P 46) has been added to the mandatory section as an either/or option with Supporting Children and Young People in an Educational Setting (F7HY 12). The addition of Developing Professional Practice in an Education Setting: Workplace Experience (J76P 46) is to allow learners who undertook GR8W (theory only) to have the opportunity to do the workplace unit. The award will finish on 31st July 2026, therefore learners must be entered and resulted by this date.	September 2024
03	**Revision of Unit:** HX1W 75 Introduction to First Aid (finished date 30/11/2022) has been replaced by J54S 75 Introduction to Basic First Aid (start date 01/08/2020)	December 2020
02	**Revision of Unit:** First Aid (F19M 11) has been revised by Introduction to First Aid (HX1W 75) and will finish on 31/07/2020.	December 2017

Contents

1 Introduction

This is the Arrangements Document for the revised Group Award in Education Support Assistance (SCQF level 6) which was validated in May 2009. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

This is a revised award, replacing the PDA for Classroom Assistants (CA) and the PDA for Support for Learning Assistants (SLA).

The purpose of this PDA is to enable candidates to prepare themselves to undertake roles which support children and young people in an educational setting and will provide a platform to those already working in educational support roles for Continuous Professional Development.

2 Rationale for the revision of the Group Award

The two existing PDAs, Classroom Assistants and Support for Learning Assistants, were nearing the end of their validity periods. There was a requirement to review, revise or rewrite their component Units in the light of:

♦ the need to raise the profile of the job role of Education Support Assistants
♦ the need to raise the standard of practice among those who support children and young people in an educational setting
♦ new legislation
♦ curriculum developments
♦ the evolved changes to the roles and responsibilities of those who support children and young people in educational settings

The purpose of the award is to ensure the highest possible level of competence and qualifications of those who carry out this valuable and crucial support role in educational settings. It also provides access to a qualification both at entry level and for Continuous Professional Development of Education Support Assistants.

3 Aims of the Group Award

3.1 General aims of the Group Award

The general aims of the PDA are:

1 To progress and develop personally and professionally either before or whilst in employment as an Education Support Assistant.
2 To enable progression within the SCQF levels.
3 To develop Core Skills.
4 To develop study and research skills.
5 To open up career opportunities within the education sector and to prepare candidates for further studies.

3.2 Specific aims of the Group Award

1   To enable candidates to develop the specific skills of an Education Support Assistant.
2   To enable candidates to develop specific knowledge of issues associated with children and young people in educational settings.
3   To provide candidates with opportunities to gain a deeper knowledge of Additional Support Needs across a broad spectrum of specific needs and disabilities.
4   To develop personal effectiveness in a variety of educational settings.
5   To prepare candidates for employment in a variety of education settings.

3.3 Target groups

♦   Candidates who wish to embark on a career as an Education Support Assistant
♦   Candidates who are employed as Education Support Assistants (the job title may vary from one Local Authority area to another)
♦   Candidates who wish to begin a learning journey in education by using the Units of this award as the building blocks to other qualifications

3.4 Employment opportunities

Attainment of this award may lead to employment opportunities for those not already in employment as Education Support Assistants.

4 Access to Group Award

Access is at the discretion of the centre and there are no artificial barriers to entry. Additional Support Needs of applicants will be taken into account during entry processes and may be discussed directly with the applicant should an entry interview form part of such processes.

A particular feature of the award is the requirement for candidates to be either employed or to have a period of workplace practice experience in an educational setting to enable them to meet the requirements of Units related to supporting children and young people in an educational setting and to develop their practice in an educational setting.

In line with current legislation, Protection of Vulnerable Groups (Scotland) Act 2007, candidates undertaking this PDA will require to be Disclosure Checked. It is important that centres explain this, and its implications, to applicants prior to entry.

5 Group Award structure

To attain the award of PDA in Education Support Assistance at SCQF level 6 a candidate must achieve 8 credits (48 SCQF credit points) consisting of all mandatory Units totalling 6 credits (36 SCQF credit points) and Optional Units worth 2 credits (12 SCQF credit points).

5.1 Framework

Mandatory Units – total of 6 credits				
Unit title	**Code**	**SCQF credit points**	**SCQF level**	**SQA credit value**
Supporting the Development of Children and Young People from Birth to Eighteen Years	F7HR 12	6	6	1
Supporting the Behaviour of Children and Young People	F7HS 12	6	6	1
Supporting Children and Young People in an Educational Setting Or	F7HY 12	12	6	2
Developing Professional Practice in an Education Setting: Workplace Experience	J76P 46*	12	6	2
Supporting Children and Young People who require Additional Support for Learning	F7HT 12	6	6	1
Professional Practice in an Educational Setting	F7HV 12	6	6	1

Optional Units – total of 2 credits				
Unit title	**Code**	**SCQF credit points**	**SCQF level**	**SQA credit value**
The Rights and Entitlements of Children and Young People	F7HW 12	6	6	1
Supporting Information Communication Technology (ICT) in an Educational Setting	F7HX 12	6	6	1
Working with Children and Young People with Visual Impairments	F7J0 12	6	6	1
Working with Children and Young People with Autism	F7J1 12	6	6	1
Working with Physically Disabled Children and Young People	F7J2 12	6	6	1
Working with Children and Young People with Hearing Loss	F7J3 12	6	6	1
Play in Early Education and Childcare	DM41 12	6	6	1
Supporting Language, Literacy and Numeracy in an Educational Setting	F7J4 12	6	6	1
*Introduction to Basic First Aid	J54S 75	6	5	1
Information and Communication Technology	F3GC 11	6	5	1

please refer to History of Changes for unit revisions

5.2 Mapping information

Group Award title: PDA Education Support Assistance

		Communication		Numeracy		Information Technology	Problem Solving			Working with Others
Unit No	Unit Name	Oral	Written	Using Graphical Information	Using Number	Using IT	Critical Thinking	Planning and Organising	Reviewing and Evaluating	WWO
F7HR 12	Supporting the Development of Children and Young People from Birth to Eighteen Years	✓	✓			✓	✓	✓	✓	
F7HS 12	Supporting the Behaviour of Children and Young People	✓	✓				✓		✓	
F7HY 12	Supporting Children and Young People in an Educational Setting	✓	✓	✓	✓			✓	✓	✓
F7HT 12	Supporting Children and Young People who require Additional Support for Learning	✓	✓		✓	✓	✓	✓	✓	✓
F7HV 12	Professional Practice in an Educational Setting	✓	✓		✓	✓	✓	✓	✓	✓
F7HW 12	The Rights and Entitlements of Children and Young People	✓	✓			✓	✓	✓	✓	✓
F7HX 12	Supporting Information Communication Technology (ICT) in an Educational Setting	✓	✓	✓	✓	✓				✓

Unit No	Unit Name	Communication		Numeracy		Information Technology	Problem Solving			Working with Others
		Oral	Written	Using Graphical Information	Using Number	Using IT	Critical Thinking	Planning and Organising	Reviewing and Evaluating	WWO
F7J0 12	Working with Children and Young People with Visual Impairments	✓	✓			✓	✓	✓	✓	✓
F7J1 12	Working with Children and Young People with Autism	✓	✓			✓	✓	✓	✓	✓
F7J2 12	Working with Physically Disabled Children and Young People	✓	✓			✓	✓	✓	✓	✓
F7J3 12	Working with Children and Young People with Hearing Loss	✓	✓			✓	✓	✓	✓	✓
DM41 12	Play in Early Education and Childcare	✓	✓			✓	✓	✓	✓	✓
F7J4 12	Supporting Language, Literacy and Numeracy in an Early Education and Childcare Setting	✓	✓	✓	✓	✓	✓	✓	✓	✓
F19M 11	*First Aid	✓	✓					✓	✓	✓
F3GC 11	Information and Communication Technology			✓	✓	✓				✓

✓ indicates where Core Skill component might be developed.
* Please refer to History of change for unit revisions

5.3   Articulation, professional recognition and credit transfer

There is at present no direct articulation, professional recognition or credit transfer relating to this PDA.

It is envisaged that this award will articulate with others in the area of childhood studies or childhood practice.

Candidates successfully completing the award may be eligible to apply for entry to awards such as HNC Early Years Care and Development or, if in employment, they may be considered for entry to SVQ level 3 for Classroom Assistants.

6   Approaches to delivery and assessment

Content and context

Mode of delivery

The PDA in Education Support Assistance can be delivered on a full time or a part time basis. It would also be possible for candidates to build the award by achieving one Unit at a time.

Sequence of delivery

Centres may devise their own timetable for the delivery of the award but there is a sample sequence in Appendix 1 that could be adopted for either full or part time candidates.

Delivery methods

An abundance of delivery methods could be adopted throughout the delivery of this award. These might include:

♦   Formal lectures for theory parts of the Units
♦   Role play activities
♦   Use of ICT for self study sessions
♦   Class discussion following work placement to analyse and evaluate own performance and to discuss client behaviour/progress
♦   The use of approved video film to demonstrate child behaviour

Work placement requirements

Please refer to the Access section for legislative requirements.

Work placement venues will need to be approved and agreed between the centre, the candidate and the workplace setting's management. Compliance with Health and Safety regulations and Risk Assessment are paramount.

Candidates already in relevant employment may be able to attain the work placement elements within their own place of work. Where this is not the case, or where only part of these requirements can be met, then a work placement will need to be secured.

Assessment strategy

Whilst centres are duty bound to abide by the mandatory requirements of the component Units, it is essential to minimise assessment load on candidates and it is recommended that a holistic approach to assessment be taken wherever possible.

The following strategies are recommended:

♦   Use of IT to construct reports, presentations, graphs etc for most of the Units could contribute to the ICT components of the mandatory Unit and the Information and Communication Technology Unit if selected

- Cross assessment opportunities eg with specialist Units, where candidates are required to undertake an investigation into aspects of working with children and young people with specific Additional Support Needs
- An integrated approach to teaching and delivery of Units to minimise attendance at classes and to reduce the incidence of repetition
- Use of a Virtual Learning Environment for posting lecture notes, interactive discussions among learners and between learners and tutors etc

Integration opportunities

Where possible, opportunities should be created for integration of teaching, learning and assessment

Re-assessment

Where candidates have been unsuccessful in demonstrating their attainment, they can be re-assessed. Unless a specific Unit states otherwise standard SQA advice is that there should normally be one, or in exceptional circumstances two, re-assessment opportunities. Further guidance can be found in the SQA publication, Guide to Assessment AA4147, June 2008.

Guidance on Open Learning

Full details on the suitability of individual Units for Open Learning are contained in each individual Unit specification. Aspects of many Units could be delivered on an Open Learning basis but special arrangements would be required to ensure that any assessments were the candidate's own work.

7 General information for centres

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

Internal and external verification

All instruments of assessment used within this Group Award should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment and Quality Assurance for Colleges of Further Education* (**www.sqa.org.uk**).

8   General information for candidates

The aim of this award is to give you the opportunity to gain a worthwhile, recognised qualification which gives you the knowledge and skills you require to be an effective Education Support Assistant.

Whether you are already employed working with children and young people, or you have always wanted to support children and young people in an educational setting, this award will prepare you for the tasks ahead and will allow you to:

♦   gain new knowledge or deepen the knowledge you already have
♦   build on skills you already have, and learn new skills
♦   gain an understanding of how children and young people learn and develop

To attain the award, PDA in Education Support Assistance at SCQF level 6, you will need to attain a total of 8 credits (48 SCQF credit points). There are 5 mandatory Units giving 6 credits (36 SCQF credit points) which will give you specific knowledge:

♦   The development of children and young people from birth to 18
♦   Supporting the behaviour of children and young people
♦   Providing support to children and young people in school
♦   Supporting children and young people with Additional Support Needs
♦   Knowledge and understanding about what 'professional practice' means

In consultation with your course lecturer you will select 2 optional Units giving 2 credits (12 SCQF credit points) from a list of 10 Units. Specific knowledge from these can be:

♦   Knowledge about the rights and entitlements of children and young people
♦   How Information and Communication Technology is used in schools
♦   Working with children and young people with autism
♦   Working with children and young people with visual impairments
♦   Working with children and young people with hearing loss
♦   Working with physically disabled children and young people
♦   The importance of Play and active learning in the learning and development of children and young people
♦   First Aid
♦   Information Technology

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**

SCQF credit points: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Graded Unit: Graded Units assess candidates'ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie out-with automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised HNCs and HNDs are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

10 Appendices

Appendix 1: Sample Sequence of Delivery

Appendix 1: Suggested Delivery Schedule

Group Award title: PDA Education Support Assistance

Unit No	Unit Title	Level	Mandatory(M) /Optional(O)	Credit Value	Block I/ Semester I	Block II/ Semester II	Block III
F7HR 12	Supporting the Development of Children and Young People from Birth to Eighteen Years	6	Mandatory	1	✓		
F7HS 12	Supporting the Behaviour of Children and Young People	6	Mandatory	1		✓	
F7HY 12	Supporting Children and Young People in an Educational Setting	6	Mandatory	2	✓	✓	
F7HT 12	Supporting Children and Young People who require Additional Support for Learning	6	Mandatory	1		✓	
F7HV 12	Professional Practice in an Educational Setting	6	Mandatory	1	✓		
F7HW 12	The Rights and Entitlements of Children and Young People	6	Optional	1			✓
F7HX 12	Supporting Information Communication Technology (ICT) in an Educational Setting	6	Optional	1			✓
F7J0 12	Working with Children and Young People with Visual Impairments	6	Optional	1	✓		
F7J1 12	Working with Children and Young People with Autism	6	Optional	1	✓		
F7J3 12	Working with Children and Young People with Hearing Loss	6	Optional	1			✓
F7J2 12	Working with Physically Disabled Children and Young People	6	Optional	1			✓
DM41 12	Play in Early Education and Childcare	6	Optional	1	✓		
F7J4 12	Supporting Language, Literacy and Numeracy in an Educational Setting	6	Optional	1	✓		
F19M 11	*First Aid	6	Optional	1			✓
F3GC 11	Information and Communication Technology	6	Optional	1			✓

*please refer to History of Change for unit revisions