Part 3 Practice Learning Qualifications Social Services PLQ(SS) Case Studies

RPL and Credit Transfer For Practice Learning Qualification (Social Services) – PLQ(SS) Stage 1 (SCQF level 7) Stage 2 (SCQF level 9) Stage 3 (SCQF level 10)

To be used in conjunction with Part 1: *Practice Learning Qualifications Social Services (PLQ(SS)) - Guidelines for Credit Transfer and Recognition of Prior Informal Learning (RPL)* and Part 2: *Mapping of Relevant Awards against the Practice Learning Qualification(SS) – PLQ(SS) For Credit Transfer and Recognition of Prior Learning RPL and Credit Transfer against the Practice Learning Qualification(SS) – PLQ(SS)*

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About this document

Part 3 *Case Studies Practice Learning Qualification PLQ(SS)* is designed to provide PLQ(SS)/PLQ candidates, mentors and assessors, with a case study exemplar for PLQ(SS)/PLQ Stages 1 (SCQF level 7), 2 (SCQF level 9) and 3 (SCQF level 10) illustrating the process involved in considering previous certificated or informal learning for the purpose of credit transfer and/or RPL (recognition of prior learning) within the respective awards. It is important to stress that this is not a template document, instead it is designed to illustrate the process in a systematic and logical way.

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

Claiming credit transfer and RPL should be considered as an integral part of the assessment process. It is important therefore to help candidates, mentors and assessors understand it; equip them with knowledge and skills to complete the task and to familiarise themselves with the PLQ(SS)/PLQ Standards. See **Appendix 1** for an outline of the role of mentor and assessor.

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

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

Associated documents

SSSC Credit transfer and RPL toolkit

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

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

Learners undertake a number of exercises and materials that can help them grow in confidence, recognise the skills and knowledge they have learned from previous experience, including to think and write reflectively. In particular learners identify how their skills and prior experience can be applied to the workplace. The resources can be used by a mentor working with a group of learners in the workplace or with an individual learner. The mentor can be anyone in a position to support learners.

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

How to use this document

There are three case studies contained within this document. They are designed to demonstrate the RPL and Credit Transfer process within the PLQ(SS) Stages 1 (SCQF level 7), 2 (SCQF level 9) and 3 (SCQF level 10). You do not need to print the complete document. Use the Index on page 2 to locate a Case Study that fits your requirements e.g. if you are a care worker and mentor interested in PLQ(SS) Stage 1, you might want to look at the case study and associated information on the following pages;

- Process of credit transfer and RPL (p6 – 10)
- Case study 1 (p11)
- Process of credit transfer and RPL as applied to case study 1 – Stephen (p12 - 19)
- Appendix 1 Role of mentor (p39 - 40)
- Appendix 2 Framework of Standards PLQ(SS) Stage 1 (p41 - 43)
- Appendix 3 map of HNC in Social Care against PLQ(SS) Stage 1 Standards (p44 - 46)
- Appendix 5 Learning Pathway PLQ(SS) Stage 1 (p52 - 56)
- Appendix 11 Credit transfer and RPL Profiling Tool (p81)
- Appendix 12 Collection of evidence: cross referencing (p82)
- Appendix 13 Planning f learning pathway (p83)

What do we mean by Credit Transfer?

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

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

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

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

The SCQF guidelines make a distinction between two forms of recognition

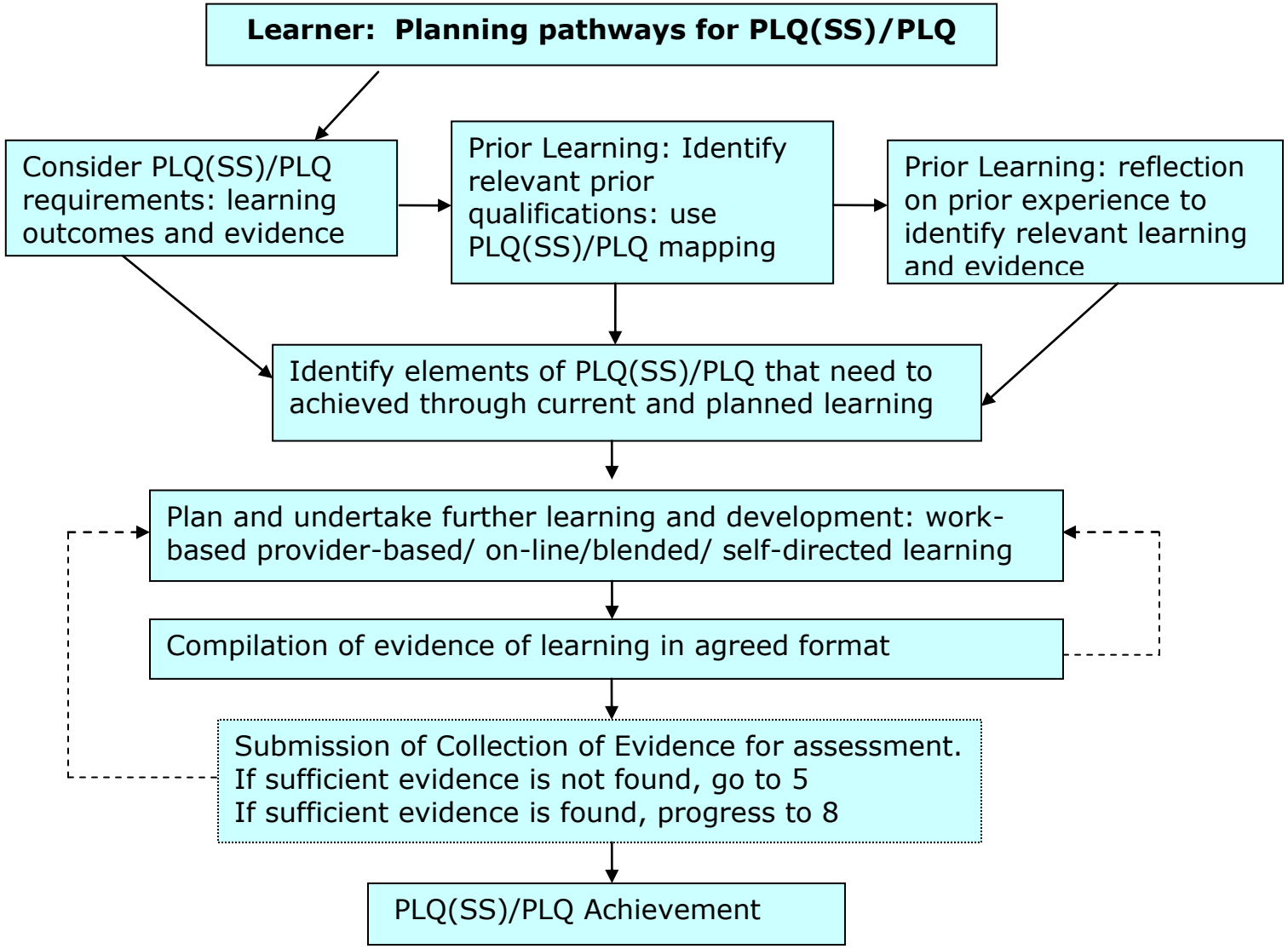
- RPL for personal/career development or formative recognition
- RPL for credit, or summative recognition

RPL for personal/career development or formative recognition can be carried out within the context of personal/career development and educational guidance. Its purpose is to build learner confidence; recognise skills and knowledge gained through experience; and identify ways in which these skills and knowledge can be further developed through further learning opportunities. The outcome of this process can be an action plan, or personal development plan.

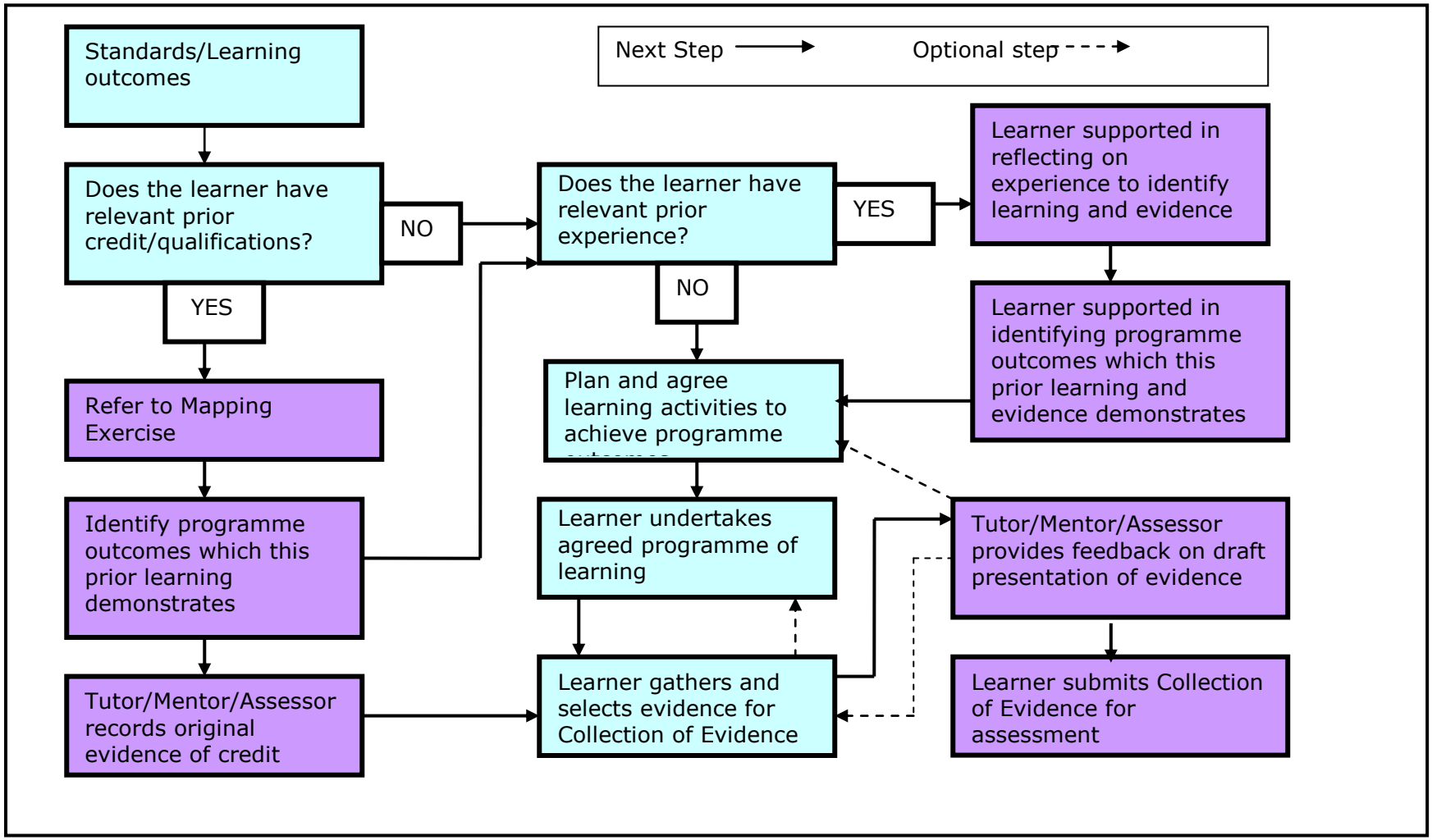
Formative recognition may be a preparatory stage to summative recognition, or RPL for credit.

RPL for credit is the process of **summative recognition**. It involves assessing and then credit-rating learning gained through some experience which occurred prior to the point of a learner entering a formal programme of study or commencing a qualification. The outcome of a claim for RPL for credit may be the award of specific credit within a qualification or within a programme of learning, or entry to a programme of study as an alternative to normal entry requirements.
It is important to stress that **credit is not given for the experience itself**. It is what someone has **learned** from that experience that counts.

The flowcharts on pages 8 and 9 help illustrate the credit transfer and RPL process


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

Flowchart of Credit Transfer and RPL process (page 20 of *RPLCT Guidelines for PLQ(SS)*



RPL and credit transfer. Summary of process as applied to the case studies

The RPL and credit transfer activity should be seen as a partnership approach ensuring that mentors, assessors and learners are fully engaged in the process. In some instances, the assessor may perform the role of both assessor and mentor for the learner.

I have used the following step by step approach (as illustrated in the flowchart on page 9) as an aid to progress with a claim for RPL and credit transfer for each of the case studies.

- **Step 1:** Become familiar with Flowchart of Credit Transfer and RPL process (pages 8, 9 and 10)
- **Step 2:** Become familiar with Standards and learning outcomes for the PLQ(SS)
- **Step 3:** Map Relevant Awards against the Practice Learning Qualification (SS) - PLQ(SS) For Credit Transfer and Recognition of Prior Learning. Part 2 *Mapping of Relevant Awards against the Practice Learning Qualification (SS) - PLQ(SS) For Credit Transfer and Recognition of Prior Learning* provides a framework of reference for this.
- **Step 4:** Planning a learning pathway to the PLQ (RPLCT guidelines PLQ(SS)
- **Step 5:** Plan and agree learning activities and/or is supported to reflect on learning from prior experience or prior learning
- **Step 6:** Learner undertakes agreed programme of learning as identified and/or learner supported in identifying programme outcomes which prior learning and evidence demonstrates.
- **Step 7:** Cross referencing of candidate evidence for submission to Assessor.
- **Step 8:** Submit collection of Evidence and submit for assessment .

Case Study 1 - Stephen

RPL and Credit Transfer for PLQ(SS)/PLQ Stage 1 (SCQF level 7)

Stephen is currently employed as a support worker for a voluntary social service agency. He supports adults with mental health difficulties to establish and maintain a meaningful and fulfilling life in the community.

Stephen is aged 32 and has been working in the same post for the past 4 years. He did not have any qualifications when he started working in the project but had a keen sense of social justice and demonstrated an understanding of social care values. Prior to working in social care, Stephen was employed in a factory. He always wanted to work with people but did not want to leave a full time job. Being made redundant prompted him to apply for jobs as a care assistant. Stephen worked for two years as a care assistant in a residential unit supporting older adults before successfully securing his current position as a support worker.

Stephen completed the HNC in Social Care (revised) (96 SCQF credit points at level 7) as a part time day release student two years ago. This has made him feel more confident in his role and he thinks it has had a positive impact on practice. Stephen has been asked to supervise an HNC in social care student and has expressed an interest in completing the PLQ(SS) Stage 1 award. He thinks this will improve his knowledge and skills to support a student while meeting continuous professional development requirements adding a further 20 SCQF credit points at level 7 (24 SCQF credit points if completing the SQA Professional development award PLQ(SS)). Stephens' supervisor and line manager has offered to act as a mentor for this award. She advised him that he may be able to claim credit transfer and RPL towards the PLQ(SS).

In addition to formal training and education, Stephen has completed a range of in house training programmes including; induction, health and safety, moving and assisting, risk assessment, mental health awareness, person-centred care planning and communication and interpersonal skills training.

Application of steps within the RPL and credit transfer process to the Case Study.

The following provides a fuller exploration of the application of each stage as applied to Stephen in the case study.

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

The candidate, mentor and/or assessor should familiarise themselves with the flowcharts of credit transfer and RPL process which can be found on pages 8 and 9 of this document

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

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

For the Framework of Standards, Learning Outcomes, Knowledge and Skills PLQ(SS) Stage 1 (SCQF level 7) see **Appendix 2 Framework of Standards PLQ(SS) Stage 1**

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

Step 3: Mapping Relevant Awards against PLQ(SS)

It is important to check if Stephen has relevant formal learning suitable for credit transfer or informal learning for RPL. This can be matched using Part 2 '*Mapping of Relevant Awards against the PLQ(SS)/PLQ'.* The following chart (*page 9 of* Part 2 '*Mapping of Relevant Awards against the PLQ(SS)/PLQ')* tells you that RPL options exist within the HNC in Social Care.

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

Heavy shading = Credit transfer option exists from source award

Light shading = RPL options exist from source award

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

Stage 1 Standard (Level 7)	HNC Social Care (7)
1. Establish effective working relationships	
2. Facilitate learning	
3. Assessment and accountability	
4. Evaluate learning	
5. Create an environment for learning	
6. Context of practice	
7. Evidenced Based Practice	
8. Leadership	

We can see at a glance that Stephen may be able to claim RPL for all 8 PLQ(SS) Stage 1 Standards.
The award map of the HNC in Social Care (pages 58 – 60) Part 2 '*Mapping of Relevant Awards against the PLQ(SS)/PLQ'* provides a more detailed analysis of RPL evidence. See **Appendix 3**

Step 4 Planning a learning pathway

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

Figure 1 on the following page provides a ***summary of Appendix 4*** (Learning pathway Case study 1) incorporating;

- Standards and outcomes in Stage 1 PLQ(SS) taken from **Appendix 2** (Framework of Standards PLQ(SS) Stage 1)
- Credit transfer and RPL opportunities identified in **Appendix 3** (Map of HNC in Social Care against Stage 1 PLQ(SS) Standards) identifying RPL for credit or summative recognition against Standards in Stage 1 of the PLQ(SS)
- Knowledge and/or skill gaps and suggested activities to achieve Standards and outcomes identified in **Appendix 4** (Planning a learning pathway).

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

Figure 1 Case study 1 – Stephen.
Potential learning and assessment activities to achieve outcomes for PLQ(SS) Stage 1 (summary of appendix 4)

Standard	**Knowledge and/or skills gaps**	**Activities to achieve outcomes**
1. Establish effective working relationships	roles and responsibilities in relation to learning	Direct observation of practice followed by assessor discussion with learner.
2. Facilitate learning	How people learn The systems for supporting and assessing learners in organisations	Teaching and learning support material Investigation Reflective account(s) of practice supervising an HNC social care student
3. Assessment and accountability	The assessment process	Teaching and learning support material Expert witness testimony from line manager / own supervisor, tutor, assessor and learner Direct observation of practice
4. Evaluate learning	Learner evaluation process	Direct observation of practice Teaching and learning support material Record(s) of supervision sessions with learner; learner feedback/ evaluation reports
5. Create a learning environment	Factors involved in creating a supportive learning environment Awareness of power within differences inherent within learning situations.	Direct observation of practice Teaching and learning support material Continuous professional development plan, records and evaluation of learning
6. Context of practice		
7. Evidenced based practice		
8. Leadership	Awareness of learner support networks and knowledge of those available in their own setting	List of learner support networks Restricted response summative assessment

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

Reflection on prior achieved awards
Candidates completing an HNC in Social Care (revised award) are required to complete two units within the Options section. Stephen completed the SVQ Unit HSC35 Promote the well-being and protection of all individuals. This unit can provide additional supporting evidence of knowledge and practice in relation to SSSC Codes of practice and knowledge evidence of power differences in relation to the relationship with people we support but *not inherent within a learning situation*. Supported by a mentor, Stephen could reflect on this experience to help identify transference of knowledge of practice to the learning environment (**Appendix 11 RPL Profiling Tool**)

Stephen's second option unit was DH4035 (SCQF level 8) Supervision in Care Settings. "*This unit is within the PDA Care Services Management Award. All outcomes are relevant within this unit. Outcome 4 'explain how supervision can contribute to development of individual learning; team learning and organisational development' is particularly relevant to the learning environment. This unit could contribute to evidence of PLQ Standards; Leadership; Context of practice; Create an environment for learning; facilitate learning; establish effective working relationships and Evaluate learning"* (**Appendix 3 Map of HNC in Social Care against Stage 1 PLQ(SS) Standards)**

Reflection on prior experience
Stephen would need to be able to demonstrate that he can transfer skills, knowledge and practice to a learning situation. The mentor will support Stephen to reflect and identify learning through experience (skills, knowledge and understanding), select and produce evidence of that learning and identify areas for further learning. For further information and guidance see *Mentor Guidance (Recognition of Prior Learning Mentor Guidance Pack (SCQF) Social Services)* and **Appendix 11** RPL profiling tool.

Learning activities to meet knowledge and/or skill gaps

The candidate and mentor completes a learning and evidence plan designed to identify existing evidence (**Appendix 3** Map of HNC in Social Care against Stage 1 PLQ(SS) Standards) and further learning required to enable the candidate to meet all outcomes within the PLQ(SS) Award (**Appendix 4** Learning Pathway Case Study 1)

Stephen has agreed to support an HNC in Social Care student. This will provide him with an opportunity to submit some or all of the knowledge and skills evidence required in *figure 1*

Stephen, his mentor and/or assessor in partnership with a PLQ(SS) provider will identify how he might access learning opportunities to meet remaining knowledge gaps. This might include, class based study, e learning, distance learning or a combination of different approaches designed to suit how best he learns.

Step 6: Learner undertakes agreed programme of learning as identified and/or learner supported in identifying programme outcomes which prior learning and evidence demonstrates. In addition, the following activities could be included within Stephen's portfolio of evidence towards a credit transfer and RPL claim.

a) Supervising an HNC in Social Care student. This would provide opportunity to generate the following; expert witness or witness testimonies from his line Manager, colleagues, service users, the learner and reflective accounts of practice

b) Formative and summative evidence from new learning activities.

Step 7 Collection of evidence: cross referencing (Appendix 3 page 30 of the RPLCT Guidelines PLQ(SS)
It is likely that evidence produced by Stephen will meet outcomes from within and across PLQ(SS) units. The following table provides a visual representation of activities that may be cross referenced to other Standards and outcomes.

	PLQ(SS) Standards							
Evidence	(1) Establish effective working relationships	(2) Facilitate learning	(3) Assessment and account-ability	(4) Evaluate learning	(5) Create an environment for learning	(6) Context of practice	(7) Evidenced Based Practice	(8) Leadership
Direct observation of practice followed by assessor discussion with learner (if required)								
Reflective account(s) of practice								
Expert witness testimony from line manager / own supervisor, tutor, assessor and learner								
Record(s) of supervision sessions with learner, learner feedback/ evaluation								
Continuous professional development plan, records and evaluation of learning								
List of learner support networks								
Restricted response summative assessment								

Step 8 Submit collection of evidence for Assessment for Credit Transfer and RPL claim.

Stephen will combine an RPL claim with a credit transfer claim in seeking credit within the PLQ(SS) Stage 1 programme.

The evidence contained within Stephen's Collection of Evidence for assessment is based on:

- Prior qualifications (mapped against PLQ(SS) standards/learning outcomes)
- Evidence of prior informal learning (credit rating and profiling tool)
- Learning undertaken as part of a planned programme for the PLQ(SS) (learning plan)
- Evidence from practice when supervising an HNC in Social Care learner (part of a planned programme for the PLQ(SS) learning plan)

The recognition and credit-rating of prior learning is therefore incorporated into the assessment process for the qualification as a whole.

Assessing the RPL evidence (page 19 of the RPLCT guidelines PLQ(SS)

The mentor will support the candidate to present RPL evidence in a form that:

i) makes clear written statements about what was actually learned i.e. provides a set of learning outcomes which accurately describes their knowledge, skills and understanding;

ii) clearly indicates the PLQ(SS)/PLQ standards and learning outcomes which it demonstrates

ii) provides supportive evidence that the learning claimed has occurred.

Case Study 2 - Caroline

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

Caroline has been employed as a team leader with a voluntary social service agency providing residential accommodation for adults with brain injury. This incorporates assisting in the provision of a range of support and development opportunities designed to support users; to increase their ability to live as independently as possible, to support individual service users' to integrate and participate within the local community.

Caroline's key duties include; responsibility for the management and implementation of the person centred care planning process; provide support and supervision to support workers including responsibility for annual appraisal and assisting staff to meet their continuous professional development objectives.

Caroline left school aged 16 with no formal qualifications. She did not enjoy school and considered herself to be more practical than academic. Caroline's first job was as a care assistant supporting adults with learning difficulties. She found it easy to establish relationships with people she supported and was keen to learn and develop new skills. Caroline remained there for three years before successfully securing a post as support worker supporting adults with brain injury. Within 12 months, Caroline had achieved an SVQ 3 Health and Social Care (adults) (64 SCQF credit points at level 7). After 5 years in this post, Caroline successfully applied for the position of team leader within the same organisation. She has been in this post for the past 4 years and recently completed an SVQ 4 Health and Social Care (adults) (72 SCQF credit points at level 9).

Caroline has been asked to be part of team who will provide support and mentoring to Nursing and Social Work students. She is keen to extend her current staff development role to include supporting learners from a range of backgrounds. As part of continuous professional development, Caroline has been advised to complete PLQ(SS) Stage 2 adding a further 40 SCQF credit points at level 9 (48 SCQF credit points if completing the SQA professional development award PLQ(SS))

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

The candidate, mentor and/or assessor should familiarise themselves with the flowcharts of credit transfer and RPL process which can be found on pages 8 and 9.

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

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

For the Framework of Standards, Learning Outcomes, Knowledge and Skills PLQ(SS) Stage 2 (SCQF level 7) see **Appendix 5** Framework of Standards PLQ(SS) Stage 2

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

Step 3: Mapping Relevant Awards against PLQ(SS

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

The following chart (*page 12 of* Part 2 '*Mapping of Relevant Awards against the PLQ(SS)/PLQ')* tells you that RPL options exist within the Health and Social Care .

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

Heavy shading = Credit transfer option exists from source award
Light shading = RPL options exist from source award
Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

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

We can see at a glance that Caroline may be able to claim RPL for all 8 PLQ(SS) Stage 1 Standards and credit transfer for Standard 6 Context of practice. The award map of the SVQ 4 H&SC (Adults) located in **Appendix 6** taken from Part 2 '*Mapping of Relevant Awards against the PLQ(SS)/PLQ' (pages 58 – 60)* provides a more detailed analysis of RPL evidence.

Step 4 Planning a learning pathway

The **Flowchart of learner pathways** within the process of RPL or credit transfer on page 9 identifies the various routes that candidates can take.

Figure 2 on the following page provides a ***summary of Appendix 7*** (Learning pathway Case study 2) incorporating;

- Standards and outcomes in Stage 2 PLQ(SS) taken from **Appendix 5** (Framework of Standards PLQ(SS) Stage 2)
- Credit transfer and RPL opportunities identified in **Appendix 6** (Map of SVQ 4 H&SC (Adults) against Stage 2 PLQ(SS) Standards) identifying RPL for credit or summative recognition against Standards in Stage 2 of the PLQ(SS)
- Knowledge and/or skill gaps and suggested activities to achieve Standards and outcomes identified in **Appendix 7** (Planning a learning pathway case study 2).

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

Figure 2: Case study 2 - Caroline
Potential learning and assessment activities to achieve outcomes for PLQ(SS) Stage 2 (summary of appendix 7)

Standard	**Knowledge and/or skills gaps**	**Activities to achieve outcomes**
1. Establish effective working relationships	Factors that influence how learners from a diverse range of backgrounds, integrate into practice learning environments	Reflective account(s) Expert witness and witness testimony of practice Records of meetings and related reports facilitating staff development and appraisal while supporting social work or nursing student(s) Summative assessment demonstrating understanding of factors that influence how learners integrate into practice learning environments
2. Facilitate learning	Models and methods to support learners in work-base learning environments Models and methods of supervision	Reflective account(s) Direct observation of practice Expert witness and witness testimony of practice Records of meetings, related reports, records of CPD facilitating staff development and while supporting social work or nursing student(s)
3. Assessment and accountability	Understanding their role in the assessment process at appropriate SCQF level Different forms of assessment	Reflective account(s) Direct observation of practice Expert witness and witness testimony of practice Records of meetings and related reports, CPD records facilitating staff development and while supporting social work or nursing student(s)
4. Evaluate learning	Role and process of evaluating learning and assessment Models and methods of assessing competence at appropriate SCQF level	Summative assessment; assessment and evaluation models and methods Reflective account(s) of practice Expert and witness testimony records of meetings and CPD records of contribution to the evaluation of learning of support assistants and while supporting social work or nursing student(s)
5. Create a learning environment	Supportive learning environment Further knowledge of learning needs, and	Reflective account(s) of practice Direct observation of practice Expert and witness testimony from staff, service user(s) and

	styles with focus on diverse learning needs Models and methods to involve service users in learning and development Theoretical understanding of anti-oppressive practice and power differences within a learning situation	other learners; to create and support a learning environment Written summative assessment
6. Context of practice		Reflective account(s) Records of supervision and staff development sessions
7. Evidenced based practice	Role, purpose and application of evidence based practice	Reflective account(s) Direct observation of practice Expert witness and witness testimony; application of evidence based practice in a learning environment Written summative assessment: understanding of evidence based practice
8. Leadership	Plan and support learning experiences to meet learning needs Learning and development evaluation mechanisms.	Reflective account(s) Direct observation of practice Expert witness and witness testimony Records of meetings, reports; ability to plan and support learning Evaluating learning and development, such as; reports, forms, reflective account(s)

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

Reflection on prior achieved awards and prior experience

The mentor will support Caroline to reflect and identify learning through experience (skills, knowledge and understanding), select and produce evidence of that learning and identify areas for further learning. For further information and guidance see *Mentor Guidance (Recognition of Prior Learning Mentor Guidance Pack (SCQF) Social Services)* and **Appendix 11** credit transfer and RPL profiling tool.

As part of SVQ 4 Health and Social Care (adults), Caroline completed the option unit; HSC451 Lead teams to support a quality provision. This unit provides practice competence evidence of Caroline's key duties such as; responsibility for the management and implementation of the person centred care planning process; provide support and supervision to support workers including responsibility for annual appraisal and assisting staff to meet their continuous professional development (CPD) objectives. Combined, this provides evidence of leadership but not specifically to the learner or learning environment. Caroline and her mentor could explore this further using **Appendix 11** RPL Profiling Tool focusing on activities such as; support and supervision to support workers, annual appraisal and assisting staff to meet their CPD objectives. This could help identify evidence of the transference of knowledge and skills to support others in a learning environment

Caroline could provide expert witness and witness testimonies to meet some of the knowledge and skill gaps identified in *Figure 2.* She could support this further by agreeing to work as part of a team supporting social work and/or nursing students.

Learning activities to meet knowledge and/or skill gaps

The candidate and mentor completes a learning and evidence plan designed to identify existing evidence (**Appendix 6** Map of SVQ 4 H&SC (Adults) against Stage 2 PLQ(SS) Standards) and further learning required to enable the candidate to meet all outcomes within the PLQ(SS) Award (**Appendix 7** Learning Pathway Case Study 2 - Caroline)

Caroline, her mentor and/or assessor in partnership with a PLQ(SS) provider will identify how she might access learning and practice opportunities to meet remaining knowledge and skill gaps. This might include;

a) class based study, e learning, distance learning or a combination of different approaches designed to suit how best he learns.
b) formative and summative assessment from new learning activities
c) being part of a team supporting social work and nursing students

Step 6: Learner undertakes agreed programme of learning as identified and/or learner supported in identifying programme outcomes which prior learning and evidence demonstrates.

Step 7 Collection of evidence: cross referencing (Appendix 3 page 30 of the RPLCT Guidelines PLQ(SS)
It is likely that evidence produced by Stephen will meet outcomes from within and across PLQ(SS) units. The following table provides a visual representation of activities that may be cross referenced to other Standards and outcomes.

	PLQ(SS) Standards							
Evidence	(1) Establish effective working relationships	(2) Facilitate learning	(3) Assessment and account-ability	(4) Evaluate learning	(5) Create an environment for learning	(6) Context of practice	(7) Evidenced Based Practice	(8) Leadership
Direct observation of practice followed by assessor discussion with learner.								
Reflective account(s) of practice								
Expert and witness testimony from line manager / own supervisor, tutor, assessor and learner								
Record(s) and reports of supervision sessions and staff development with staff, learner, learner feedback/ evaluation								
Written summative assessment								

Step 8 Submit collection of evidence for Assessment for Credit Transfer and RPL claim.

Caroline will combine an RPL claim with a credit transfer claim in seeking credit within the PLQ(SS) Stage 2 award.

The evidence contained within Caroline's Collection of Evidence for assessment is based on:

- Prior qualifications (mapped against PLQ(SS) Stage 2 Standards/learning outcomes)
- Evidence of prior informal learning (credit rating and profiling tool)
- Evidence of prior experience such as; management and implementation of the person centred care planning process; provide support and supervision to support workers including responsibility for annual appraisal and assisting staff to meet their continuous professional development objectives.
- Learning undertaken as part of a planned programme for the PLQ(SS) (learning plan)
- Evidence from practice experience as part of a team supporting social work and nursing students

The recognition and credit-rating of prior informal learning and other types of learning is therefore incorporated into the assessment process for the qualification as a whole.

Assessing the RPL evidence (page 19 of the RPLCT guidelines PLQ(SS)

The mentor will support the candidate to present RPL evidence in a form that:

1. **makes clear written statements about what was actually learned** i.e. provides a set of learning outcomes which accurately describes their knowledge, skills and understanding;
2. **clearly indicates the PLQ(SS)/PLQ standards and learning outcomes which it demonstrates**
3. **provides supportive evidence that the learning claimed has occurred**

Cast Study 3 - Jenny

RPL and Credit Transfer for PLQ(SS) PLQ Stage 3 (SCQF level 10)

Jenny aged 34 qualified as a social worker 5 years ago. She completed an HNC in Social Care, progressed to Higher Education and successfully achieved a BA in Social Work (360 SCQF credit points at level 9). Jenny initially worked in adult day care services and completed the HNC as a part time evening class student. She is currently employed as a local authority social worker in a hospital setting.

Jenny has been supporting social work students as a link worker to a local Practice Teacher for the past three years. As a link worker, Jenny's social work student duties include; induction including work shadowing, allocate and supervise case load; write up and communicate supervision sessions, monitor progress, identify strengths and areas of further development, create an appropriate learning and development environment, attend a range of related student meetings with the practice teacher and other professionals supporting the student, collate feedback from colleagues and service users, provide a range of related learning material such as; agency policies and procedures and their application, provide informal supervision as required.

To support her practice, Jenny has participated in a range of non-assessed training programmes including; child protection, vulnerable adults, addiction and overdose awareness for children with addiction and adults associated mental health difficulties.

Jenny has not completed the Practice Teaching Award. As part of her continuous professional development or personal development plan (PDP), she would like to complete the PLQ(SS) gaining 60 credit points at level 10 (64 SCQF credit points if completing the SQA professional development award PLQ(SS)). She would like to use her qualifications to claim credit transfer and practice experience to claim RPL towards this award.

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

The candidate, mentor and/or assessor should familiarise themselves with the flowcharts of credit transfer and RPL process which can be found on pages 8 and 9.

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

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

For the Framework of Standards, Learning Outcomes, Knowledge and Skills PLQ(SS) Stage 3 (SCQF level 10) see **Appendix 8** Framework of Standards PLQ(SS) Stage 3

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

Step 3: Mapping Relevant Awards against PLQ(SS)

It is important to check if Jenny has relevant formal learning suitable for credit transfer or informal learning for RPL. The following chart (*page 10) of* Part 2 '*Mapping of Relevant Awards against the PLQ(SS)/PLQ')* tells us that RPL options exist from the BA (Hons)in Social Work. The BA in Social Work has not been mapped to PLQ(SS)/PLQ within Part 2 document but Jenny can use the Standards and Learning Outcomes of the Hons degree to map her current practice and experience against the PLQ(SS) Stage 3 in order to make an RPL claim with supporting evidence from her line manager and/or evidence form CPD records .

~~Although Jenny has a BA in Social Work (360 SCQF credit points at level 9) social work practitioners are required to practice at SCQF level 10. With supporting evidence from Jenny's line manager and/or evidence from CPD records, it would be appropriate to map the BA (Hons) against the PLQ(SS).~~

Heavy shading = Credit transfer option exists from source award
Light shading = RPL options exist from source award
Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

Stage 3 Standard (Level 10)	BA (Hons) in Social Work (SCQF Level 10)
Establish effective working relationships	
Facilitate learning	
Assessment and accountability	
Evaluate learning	
Create an environment for learning	
Context of practice	
Evidenced Based Practice	
Leadership	

We can see at a glance that Jenny may be able to claim RPL for 6 of the 8 Standards. Further RPL evidence to support the remaining two standards; Create an environment for learning and evaluate learning, may be evidenced from Jenny's experience as a link worker supporting Social Work students.

Step 4 Planning a learning pathway

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

Figure 3 on the following page provides a *summary of Appendix 10* (Learning pathway Case study 3) incorporating;

- Standards and outcomes in Stage 3 PLQ(SS) taken from **Appendix 8** (Framework of Standards PLQ(SS) Stage 3)
- Credit transfer and RPL opportunities identified in **Appendix 10** (Planning a learning pathway Case study 3).
- Knowledge and/or skill gaps and suggested activities to achieve Standards and outcomes identified in **Appendix 10** (Planning a learning pathway Case study 3).

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

The process of completing identified and agreed activities within the learning plan may provide sufficient knowledge and skills evidence to enable successful completion of the award. Jenny could draw on her experience as a link worker supporting social work students to complete reflective account(s) of practice, generate evidence from relevant reports, minutes of meetings, related documents and direct observation of practice supporting a learner to meet a significant amount of evidence requirements. This evidence could be cross referenced to other units **(see Appendix 13)** promoting holistic practice and assessment of the award.

Figure 3 case study 3 – Jenny.
Potential learning and assessment activities to achieve outcomes for PLQ(SS) Stage 3 (summary of appendix 10)

Standard	**Knowledge and/or skills gaps**	**Activities to achieve outcomes**
1. Establish effective working Relationships Demonstrate effective relationship building skills sufficient to support learning as part of a wider inter-professional context for a range of learners in practice learning environments	Adult learning theories and principles Learning Contracts which make roles, responsibilities and expectations explicit	Formative assessment, Reflective account(s) of practice. Expert and/or witness statement(s) from the learner, or others. Direct observation of practice. Minutes of meetings and related reports. Written summative assessment. CPD records
2. Facilitate learning Facilitate learning for a range of learners, encouraging learning opportunities and providing support to maximize individual potential and innovation	How to adapt facilitation of reflection for learners at different stages. Development of learner's use of research and theory in their practice. Supervisory models, styles and processes to support learners. Supporting learners with a range of needs and backgrounds. Effective inter-professional learning and working; challenging barriers values, ethics and principles.	Formative assessment, Reflective account(s) of practice. Expert and/or witness statement(s) from the learner, or others. Direct observation of practice. Minutes of meetings and related reports. Written summative assessment. CPD records
3. Assessment and accountability Contribute to the assessment process of learners, taking the SSSC and other relevant professional Codes of Practice into account and using appropriate assessment frameworks	Assessment roles and responsibilities; Learner /practice educator relationships during the assessment process. Issues of equality, fairness and ethical practice in assessment procedures; giving and receiving feedback to learners; reflect on own performance in assessing learners. Theories, principles, methods and processes of assessment. Roles and tasks of members of the learning delivery team. Models of gathering and judging evidence against agreed criteria. Constructive formative feedback throughout the assessment process.	Formative assessment, Reflective account(s) of practice. Expert and/or witness statement(s) from the learner, or others. Direct observation of practice. Minutes of meetings and related reports. Written summative assessment. CPD records

	Views of others in the assessment of learners. Quality assurance mechanisms to support learners.	
4. Evaluate learning Contribute appropriately to the ongoing evaluation of learning in practice	Range and design of monitoring, reviewing and evaluation strategies . Research studies into the effectiveness of different approaches to the delivery of learning in practice and learning Collaborative practice in critically evaluating the effectiveness of learning programmes	Formative assessment, Reflective account(s) of practice. Expert and/or witness statement(s) from the learner, or others. Direct observation of practice. Minutes of meetings and related reports. CPD records
5. Create an environment for Learning Contribute to the creation of a learning environment that enables and supports learning for self and others and where practice is valued and developed	Learning organizations and learning cultures. Theories of adult learning, models and methods, Including teaching and learning styles. Learning materials (including e-learning) to support learning. Management of change in delivering suitable learning opportunities. Design and develop learning programmes in the light of drivers for change. Standards, frameworks and quality assurance.	Formative assessment, Reflective account(s) of practice. Expert and/or witness statement(s) from the learner, or others. Direct observation of practice. Minutes of meetings and related reports. CPD records
6. Context of practice Support learning based on relevant legislation, policy and guidance	Methods for enabling others to practise within a framework of accountability. Current practice material demonstrating complex ethical conflicts and dilemmas within specific practice contexts	Formative assessment, Reflective account(s) of practice. Expert and/or witness statement(s) from the learner, or others. Direct observation of practice. Minutes of meetings and related reports. CPD records
7. Evidenced Based Practice Demonstrate current knowledge of effective practice in own work setting to support learners and contribute to the further development of the research and evidence-base for practice	Sources of research and evidence relevant to supporting learners in a social services context. Range of methodologies to facilitate the professional development of others. Methods for gathering feedback on learning experiences and critical analysis and application of findings	Formative assessment, Reflective account(s) of practice. Expert and/or witness statement(s) from the learner, or others. Direct observation of practice. Minutes of meetings and related reports. CPD records
8. Leadership Demonstrate appropriate leadership skills for supporting learners within practice settings	Leadership styles and impact on others. Understanding of organisational systems and networks to support learners; assessment of learners needs in professional context; skill evidence to arrange learning programmes influence others; provide practice leadership and	Formative assessment, Reflective account(s) of practice. Expert and/or witness statement(s) from the learner, or others. Direct observation of practice. Minutes of meetings and

	expertise; manage competing demands of practice and education and lead and contribute to evaluation of effectiveness of learning and assessment in practice	related reports. CPD records

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

Reflection on prior achieved awards and prior experiential learning

The BA in Social Work provides knowledge and skills in relation to practice as a social worker and is a requirement of the PLQ(SS) Stage 3 award.

What is not evidenced within the source award, is the knowledge and application to practice to support a learner within a learning environment. Jenny has experience as a link worker supervising and supporting a social work student in her workplace. This potentially may provide a significant amount of additional knowledge and skill evidence toward the PLQ(SS) Stage 3 award. The RPL Profiling tool **(Appendix 11)** would facilitate this process providing a more accurate measure of knowledge and skill gaps. This would provide the basis of a learning and assessment plan. Further information on how to use this is available on the SSSC website.

Learning activities to meet knowledge and/or skill gaps

The candidate and mentor completes a learning and evidence plan designed to identify existing evidence (**Appendix 9** Map BA (Hons) Social Work against Stage 3 PLQ(SS) Standards and further learning required to enable the candidate to meet all outcomes within the PLQ(SS) Award (**Appendix 10** Learning Pathway Case Study 3) Jenny, her mentor and/or assessor in partnership with a PLQ(SS) provider will identify how she might access learning and practice opportunities to meet remaining knowledge and skill gaps. This might include;

a) class based study, e learning, distance learning or a combination of different approaches designed to suit how best he learns.
b) formative and summative assessment from new learning activities
c) Supporting a social work student

Step 6: Learner undertakes agreed programme of learning as identified and/or learner supported in identifying programme outcomes which prior learning and evidence demonstrates.

Step 7 Collection of evidence: cross referencing (Appendix 3 page 30 of the RPLCT Guidelines PLQ(SS) It is likely that evidence produced by Jenny will meet outcomes from within and across PLQ(SS) units. The following table provides a visual representation of activities that may be cross referenced to other Standards and outcomes.

	PLQ(SS) Standards							
Evidence	(1) Establish effective working relationships	(2) Facilitate learning	(3) Assessment and account-ability	(4) Evaluate learning	(5) Create an environ-ment for learning	(6) Context of practice	(7) Evidence Based Practice	(8) Leadership
Record of minutes of; Supervision sessions with learner supported								
Minutes of meetings and reports to Practice Teacher, University lecturer, learner and other professionals								
Social work student induction and job shadowing								
Observed practice								
Supervision and CPD records and plan.								
Expert witness testimony (line manager) supporting practice at level 10								
Expert and witness testimony by learner, line manager and link worker								
Integrated summative assessment								

Reflective account(s) of practice								

Step 8 Submit collection of evidence for Assessment for Credit Transfer and RPL claim.

Jenny will combine an RPL claim with a credit transfer claim in seeking credit within the PLQ(SS) Stage 3 award.

The evidence contained within Jenny's Collection of Evidence for assessment is based on:

- Prior formal learning/qualifications (mapped against PLQ(SS) Stage 3 Standards and learning outcomes)
- Evidence of prior informal learning (credit rating and profiling tool)
- Evidence of prior learning from experience such as; hospital social work practice; managing a case load, assessing, compiling, implementing and supporting multi agency care packages, working collaboratively with others,
  link worker supporting social work students including, induction, allocating cases, supervision, working with universities and contributing to the assessment of student competence.
- Learning undertaken as part of a planned programme for the PLQ(SS) (learning plan)

The recognition and credit-rating of prior learning is therefore incorporated into the assessment process for the qualification as a whole.

Assessing the RPL evidence (page 19 of the RPLCT guidelines PLQ(SS)

The mentor will support the candidate to present RPL evidence in a form that:

1. **makes clear written statements about what was actually learned** i.e. provides a set of learning outcomes which accurately describes their knowledge, skills and understanding;
2. **clearly indicates the PLQ(SS)/PLQ standards and learning outcomes which it demonstrates**
3. **provides supportive evidence that the learning claimed has occurred**

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

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

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

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

A mentor therefore:

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

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

What kind of support will a mentor provide?

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

The role you will play in supporting learners will involve:

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

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

Appendix 2: Case Study 1 Stage 1 PLQ(SS)

Framework of Standards, Learning Outcomes, Knowledge and Skills PLQ(SS) Stage 1 (SCQF level 7)

	Standard	**Knowledge** *Candidates need a beginning understanding of:*	**Skills** *Candidates need basic skills to:*	**Learning Outcomes** *On successful completion, candidates must demonstrate competence to use a range of approaches and skills to:*
1	***Establish effective working Relationships*** Demonstrate effective relationship building skills sufficient to support learning as part of a wider inter-professional context for a range of learners in practice learning environments	Their own roles and responsibilities in relation to learning The context and setting within which they operate The wider inter-professional context within which they work	Reflect on and consider their own role in building effective relationships Communicate effectively with others Actively listen	1. Act as a role model for safe and effective practice
2	***Facilitate learning*** Facilitate learning for a range of learners, encouraging learning opportunities and providing support to maximize individual potential and innovation	How people learn The systems for supporting and assessing learners in organizations The learning opportunities available within their own setting	Be able to explain a range of approaches and ideas particular to their setting Use their own experience to help others learn	1. Share their own knowledge and skills to enable others to learn in practice settings

	Standard	Knowledge *Candidates need a beginning understanding of:*	Skills *Candidates need basic skills to:*	Learning Outcomes *On successful completion, candidates must demonstrate competence to use a range of approaches and skills to:*
3	***Assessment and accountability*** Contribute to the assessment process of learners, taking the SSSC and other relevant professional Codes of Practice into account and using appropriate assessment frameworks	The SSSC Codes of Practice or other relevant professional Codes of Practice The assessment process	Give and receive constructive Feedback Demonstrate adherence to the SSSC or other relevant professional Codes of Practice Demonstrate the ability to gather and present information	1. Provide feedback to others in learning situations and to those who are supporting them, so that learning is effectively assessed
4	***Evaluate learning*** Contribute appropriately to the ongoing evaluation of learning in practice	How to communicate information effectively The evaluation process	Gather and collate information Seek and utilise feedback Give feedback timeously	1. Contribute information to enable others supporting learners to make judgements on the quality of the learning environment
5	***Create an environment for Learning*** Contribute to the creation of a learning environment that enables and supports learning for self and others and where practice is valued and developed	The CPD process How to access information advice, support and knowledge Factors involved in creating a supportive learning environment	Work effectively with others offering a range of support Evidence of own continuing professional development	1. Demonstrate a commitment to CPD to enhance own and others knowledge and proficiency 2. Have an awareness of the power differences inherent within learning situation

	Standard	**Knowledge** *Candidates need a beginning understanding of:*	**Skills** *Candidates need basic skills to:*	**Learning Outcomes** *On successful completion, candidates must demonstrate competence to use a range of approaches and skills to:*
6	***Context of practice*** Support learning based on relevant legislation, policy and guidance	An awareness of relevant legislation, policies and guidance	Demonstrate evidence that practice is within the appropriate policy and practice guidance	1. Support others in their learning about relevant legislation, policy and guidance
7	***Evidenced Based Practice*** Demonstrate current knowledge of effective practice in own work setting to support learners and contribute to the further development of the research and evidence-base for practice	An awareness of how research and inquiry can inform practice An awareness of the inquiry processes and systems	Work together with others to share learning Build and develop work to help evidence their own CPD	1. Apply research and inquiry in their work and the work of others
8	***Leadership*** Demonstrate appropriate leadership skills for supporting learners within practice settings	An awareness of how services are delivered within their own setting An awareness of support networks available to their own setting and individually Awareness of leadership styles and their effect on individuals and organisations	Communication skills Demonstrate effective and constructive feedback skills Demonstrate an understanding of own role and others	1. Use their leadership skills to help others learn

Appendix 3: Stage 1 PLQ(SS) - Case Study 1

Award map of: HNC in Social Care with SVQ (96 SCQF credit points at level 7) against Stage 1 (level 7)
Standards of PLQ (SS) Mapping Codes

Heavy Shading = Credit transfer option exist from source award
Light shading = RPL options exist from source award
Left blank = RPL opportunities from the source award are minimal or non-existent. Other RPL evidence or assessment required.

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

the source award should be considered	source award should be considered	out-with the source award should be considered	the source award should be considered

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

source award should be considered			

Additional Information HNC in Social Care

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

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

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

Option units

- HSC35 Promote the well-being and protection of all individuals can provide additional supporting evidence of knowledge and practice in relation to SSSC Codes of practice and knowledge evidence of power differences in relation to the relationship with people we support but not inherent within a learning situation. With a supporting RA, the candidate could demonstrate transference of knowledge or practice to the learning environment.
- DH4035 (Level 8) Supervision in Care Settings. This unit is within the PDA Care Services Management Award. All outcomes are relevant within this unit. Outcome 4 'explain how supervision can contribute to development of individual learning; team learning and organisational development' is particularly relevant to the learning environment. This unit could contribute to evidence of PLQ Standards; Leadership; Context of practice; Create an environment for learning; facilitate learning; establish effective working relationships and evaluate learning.

Appendix 4: Planning a learning pathway to the PLQ(SS) - Case Study 1 - Stephen

Content of the Learning Pathway Case Study 1 PLQ(SS) Stage 1

- **Standard and all learning outcomes** are identified in the PLQ(SS)/PLQ Submission to SSSC (Dec 2005)

- **Existing evidence** includes;

    1 formal qualification HNC in Social Care is identified in Part 2 *Mapping of Relevant Awards against the Practice Learning Qualification (SS) - PLQ(SS) For Credit Transfer and Recognition of Prior Learning* mapping HNC in Social Care to PLQ(SS) Stage 1.
    2 Informal learning from practice experience as a support worker

- **Knowledge and/or skill gaps** is the knowledge and/or skill gap between outcomes within the PLQ(SS) Stage 1 Standard and evidence from formal qualification(s) and informal learning from practice experience.
- **Planned evidence.** This list provides a range of methods the case study candidate/mentor and assessor could use to generate evidence to submit for assessment for PLQ(SS) outcomes. It is possible that knowledge and/or skill gap evidence may also be generated within some of this evidence e.g. a reflective account of the candidate's practice when supporting/supervising an HNC in Social Care learner may provide evidence of roles and responsibilities in relation to learning from Standard 1 'Establish Effective Working Relationships'.
- **Target date.** Date for completion of evidence as agreed by candidate, mentor and assessor should be put in this column.

Learning Pathway case study 1 PLQ(SS) Stage 1 - Stephen

Standard and all learning outcomes	Existing Evidence	Knowledge and / or skill gaps	Planned evidence	Target Date

Standard 1 ***Establish Effective Working Relationships*** Demonstrate effective relationship building skills sufficient to support learning as part of a wider inter-professional context for a range of learners in practice learning environments **Outcome** 1. Act as a role model for safe and effective practice	**HNC in Social Care** The SVQ mandatory units; HSC31; HSC32; HSC33 and DH3K34 Social Care Theory; can provide knowledge evidence of the context and setting within which they operate; the wider inter-professional context within which they work; skills evidence reflect on and consider their own role in building effective; actively listen and practice as a role model for safe and effective practice.	roles and responsibilities in relation to learning	**Supporting a learner** Direct observation of practice Reflective account(s) of practice, Expert and/or witness testimony records of supervision sessions with learner, learner feedback while supervising an HNC in social care student to demonstrate ability to; act as a role model for safe and effective practice	Identify and agree target dates
Standard 2 ***Facilitate learning*** Facilitate learning for a range of learners, encouraging learning opportunities and providing support to maximize individual potential and innovation **Outcome** 1. Share their own knowledge and skills to enable others to learn in practice settings	**HNC in Social Care** The SVQ mandatory unit HSC33 provides some evidence of knowledge of the systems for supporting and assessing learners in the organisations and potentially the learning opportunities within their own setting HSC31 may provide skills evidence to be able to explain a range of approaches and ideas particular to their setting. HSC33 KE 11 may provide evidence of approaches to learning and the ability to transfer to new contexts	How people learn The systems for supporting and assessing learners in organisations	**Supporting a learner** Direct observation of practice Reflective account(s) of practice Expert and/or witness testimony by line manager, college tutor and learner could provide additional evidence of candidate ability to; share their own knowledge and skills to enable others to learn	
Standard and all learning outcomes	**Existing Evidence**	**Knowledge and/or skill gaps**	**Planned evidence**	**Target Date**

Standard 3 ***Assessment and accountability*** Contribute to the assessment process of learners, taking the SSSC and other relevant professional Codes of Practice into account and using appropriate assessment frameworks **Outcome** 1. Provide feedback to others in learning situations and to those who are supporting them, so that learning is effectively assessed	**HNC in Social Care** The SVQ mandatory unit HSC33 provides evidence of knowledge and practice competence of SSSC Codes of Practice and how to receive constructive feedback e.g. in supervision. HSC31 provides some evidence towards demonstrating the ability to gather and present information. DH3K34 SCT for P provides additional evidence of knowledge, skills and practice of SSSC Codes. Some of the Assessment methods in this programme require candidates to participate in a presentation where they work as part of a team; research, gather and present information.	The assessment process	**Supporting a learner** Direct observation of practice reflective account(s) of practice expert witness testimony by line manager, college tutor and learner could provide additional evidence of candidates ability to provide feedback to others in learning situations and to those who are supporting them, so that learning is effectively assessed	Identify and agree target dates
Standard 4 ***Evaluate learning*** Contribute appropriately to the ongoing evaluation of learning in practice **Outcome** 1. Contribute information to enable others supporting learners to make judgements on the quality of the learning environment	**HNC in Social Care** The SVQ mandatory unit HSC33 provides some evidence of contributing to the evaluation of learning in practice. This unit also provides practice evidence during practice experience in Supervision sessions of skills evidence; seek and utilise feedback. DHWK34 Social Care Theory provides knowledge evidence of how to communicate information effectively. This is also further evidenced in group presentation; and mind map summative assessment.	Learner evaluation process	**Supporting a learner** Reflective account(s) of practice evidence of evaluation and review of learning such as; evaluation forms, learner progress report(s) records of supervision, to demonstrate candidate ability to contribute information to enable others supporting learners to make judgments on the quality of the learning environment	
Standard and all learning outcomes	**Existing Evidence**	**Knowledge and/or skill gap**	**Planned Evidence**	**Target Date**

Standard 5 ***Create an environment for Learning*** Contribute to the creation of a learning environment that enables and supports learning for self and others and where practice is valued and developed **Outcomes** 1. Demonstrate a commitment to CPD to enhance own and others knowledge and proficiency 2. Have an awareness of the power differences inherent within learning situation	**HNC in Social Care** The SVQ mandatory unit HSC33 provides some evidence of contributing to the creation of a learning environment that enables and supports learning for self. HSC33; DH3K34 Social Care Theory provide evidence of knowledge and skills of and a commitment to the CPD process, how to access information, advice, support and knowledge. HSC35; DH3K34 Social Care Theory provide evidence of an awareness of the **power differences** inherent within relationships with people. DH3K34 Social Care Theory; DH3L34 Social Policy; DH3M34 Psychology and DH3N34 Sociology provide some skill evidence of working effectively with others offering a range of support within the range of summative assessments for these units. **Practice experience** Employees are required to complete an evaluation of the learning activity and its application to practice.	Factors involved in creating a supportive learning environment Awareness of power within differences inherent within learning situations.	**Support worker role:** CPD portfolio could provide evidence of a commitment to, and practice of, continuous professional development. **Supporting a learner** Reflective account(s) to demonstrate knowledge and application to practice on an awareness of the power differences inherent within learning situation CPD records, evaluation forms and reports	Identify and agree target dates
Standard 6 ***Context of practice*** Support learning based on relevant legislation, policy and guidance **Outcome** 1. Support others in their learning about relevant legislation, policy and guidance	**HNC in Social Care** The combined SVQ mandatory units and DH3L34 Social Policy provide evidence of knowledge and practice competence of relevant legislation, policies and guidance.		**Support worker role** Expert witness testimony (line manager) supporting evidence that the candidate's practice is within the appropriate legislation, policy and practice guidance **Supporting a learner** Reflective account(s) of practice records of supervision sessions witness testimony from tutor	
Standard and all learning outcomes	**Existing Evidence**	**Knowledge and/or skill gap**	**Planned Evidence**	**Target Date**

Standard 7 ***Evidenced Based Practice*** Demonstrate current knowledge of effective practice in own work setting to support learners and contribute to the further development of the research and evidence-base for practice **Outcome** 1. Apply research and inquiry in their work and the work of others	**HNC in Social Care** The combined SVQ mandatory units provide knowledge evidence of how research and enquiry can inform practice. HSC33; DH3K34 Social Care Theory and DH3L34 Social Policy provide practice competence to build and develop their own CPD; apply research and inquiry in their work**.** This unit may provide skills evidence of working together with others to share learning within the range of formative and summative assessments.		**Supporting a learner** Reflective account(s) Records of supervision sessions with a learner Witness testimony from tutor and learner restricted response question may provide evidence of the candidate's ability to apply research and inquiry to the work of others.	Identify and agree target dates Arranged by programme provider
Standard 8 ***Leadership*** Demonstrate appropriate leadership skills for supporting learners within practice settings **Outcome** 1. Use their leadership skills to help others learn	**HNC in Social Care** The SVQ mandatory units provide some knowledge evidence e.g. an awareness of; how services are delivered; support networks available within their own settings. Skills evidence; an understanding of own role and others. DH3K34 Social Care Theory provides knowledge evidence of leadership styles and their effect on individuals and organisations; an awareness of support networks available to their own setting in relation to Care; skills knowledge of an understanding of own role and role of others	Awareness of learner support networks and knowledge of those available in their own setting	**Supporting a learner** Direct observation Reflective account(s) Expert witness testimony Records of supervision sessions with a learner Tutor report(s) to demonstrate the use of leadership skills to help others learn.	Identify and agree target dates

Appendix 5: case study 2

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

	Standard	Knowledge *Candidates need a beginning understanding of:*	Skills *Candidates need basic skills to:*	Learning Outcomes *On successful completion, candidates must demonstrate competence to use a range of approaches and skills to:*
1	***Establish effective working relationships*** Demonstrate effective relationship building skills sufficient to support learning as part of a wider inter-professional context for a range of learners in practice learning environments	The factors associated with learners integrating into their practice setting Working effectively with difference and diversity in relation to learners	Communicate effectively with a range of individuals and groups orally and in written form to support learning Work effectively with a range of diverse individuals across settings and organisations to support learning	1. Develop effective working relationships based on mutual trust and respect 2. Show an understanding of factors that influence how learners integrate into practice settings 3. Provide ongoing and constructive support for those going through this process to facilitate transition from one learning environment to another
2	***Facilitate learning*** Facilitate learning for a range of learners, encouraging learning opportunities and providing support to maximize individual potential and innovation	A range of learning Strategies Reflective practice Supervisory processes	Utilise a range of learning strategies including supervision, to appropriately support learners in practice	1. Select appropriate learning opportunities to meet individual need based on knowledge of learner's stage of learning 2. Support the selection of appropriate learning strategies to integrate learning from practice and academic experiences 3. Work with learners in critically reflecting upon their learning experiences in order to enhance future learning

	Standard	**Knowledge** *Candidates need a beginning understanding of:*	**Skills** *Candidates need basic skills to:*	**Learning Outcomes** *On successful completion, candidates must demonstrate competence to use a range of approaches and skills to:*

3	***Assessment and accountability*** Contribute to the assessment process of learners, taking the SSSC and other relevant professional Codes of Practice into account and using appropriate assessment frameworks	Different forms of assessment The values inherent within the SSSC Codes of Practice or other relevant professional Codes of Practice Their role within a wider learning context and environment Accountability and responsibility issues associated with different roles within social services	Recognise and interpret their role in assessment in relation to the wider learning context. Integrate appropriate values within their work with learners Support learners, take appropriate responsibility and be accountable for their work	1. Foster professional growth, personal development and accountability through supporting learners in practice 2. Contribute to the assessment of learners at the appropriate SCQF level 3. Contribute to the total assessment process as part of a teaching team through monitoring learners' practice
4	***Evaluate learning*** Contribute appropriately to the ongoing evaluation of learning in practice	The role of evaluation within the wider learning context How to contribute to determining levels of competence against set standards	Contribute with others to the evaluation of learning in practice Contribute to determining levels of competence against set standards	1. Contribute to the evaluation of the learning and assessment experiences of learners, proposing aspects for change resulting from such evaluation 2. Participate in self and peer evaluation to facilitate personal development and contribute to the development of others
5	**Standard**	**Knowledge** *Candidates need a beginning understanding of:*	**Skills** *Candidates need basic skills to:*	**Learning Outcomes** *On successful completion, candidates must demonstrate competence to use a range of approaches and skills to:*

	Create an environment for Learning Contribute to the creation of a learning environment that enables and supports learning for self and others and where practice is valued and developed	Methods of determining and interpreting own learning needs and the learning needs of others The importance of appropriate mechanisms to engage effectively with service users and carers in relation to learning Organisational structures and strategies to support learners within changing learning environments	To effectively engage with others, including service users and carers, to progress learning To regularly identify and enhance own learning skills and environment Contribute appropriately to teaching and learning in practice	1. Identify both learning needs and experiences that are appropriate to their level of learning 2. Use a range of learning experiences involving service users and carers and others to meet defined learning needs 3. Identify aspects of the learning environment which could be enhanced, negotiating with others to make appropriate changes 4. Contribute to development of an environment in which effective practice is fostered, implemented, evaluated and disseminated 5. Have an understanding of anti-oppressive practice which acknowledges the power differences inherent within a learning situation

	Standard	**Knowledge** *Candidates need a beginning understanding of:*	**Skills** *Candidates need basic skills to:*	**Learning Outcomes** *On successful completion, candidates must demonstrate*

				competence to use a range of approaches and skills to:
6	***Context of practice*** Support learning based on relevant legislation, policy and guidance	Relevant current legislation, policy and guidance appropriate to their work setting Relevant current policies and procedures appropriate to their work setting	Support learning within a wider legislative and policy framework Contribute to ensuring learners practice safely and within current organisational policies and procedures	1. Act as a resource to facilitate personal and professional development of others 2. Set and maintain professional boundaries that are sufficiently flexible for providing services within an inter-professional context and recognise the wider legislative and policy issues
7	***Evidenced Based Practice*** Demonstrate current knowledge of effective practice in own work setting to support learners and contribute to the further development of the research and evidence-base for Practice	The meaning of evidence based practice and its relevance to learning What constitutes effective practice within their own setting and how this can be evidenced	Contribute to the provision of effective presentations Contribute to the support of learners in creating an evidence base for practice	1. Identify and apply inquiry and evidence based practice within their own practice 2. Contribute to strategies to increase or review the evidence base used to support practice 3. Assist in supporting learners in applying an evidence base to their own practice
	Standards	**Knowledge** *Candidates need a beginning understanding of:*	**Skills** *Candidates need basic skills to:*	**Learning Outcomes** *On successful completion, candidates must demonstrate*

				competence to use a range of approaches and skills to:
8	***Leadership*** Demonstrate appropriate leadership skills for supporting learners within practice settings	Organisational systems & networks necessary to support learners Own leadership style and how this impacts on others Own service and its context	Interpret knowledge of service area to meet service needs Introduce learners to relevant colleagues in own and other agencies Arrange appropriate learning programme for learners	1. Support the planning of a series of learning experiences that will meet defined learning needs of learners 2. Support learners to access learning opportunities that meet individual needs, involving a range of other professionals, service users and carers 3. Provide feedback to those running educational programmes about the effectiveness of learning and assessment in practice

Appendix 6: Case Study 2 Award map of: SVQ 4 Health and Social Care (Adults) and (Children and Young People) (72 SCQF credit points at level 9) against Stage 2 (level 9) Standards of the PLQ(SS) Mapping codes

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

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

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

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

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

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

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

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

Option units: SVQ 4 Health and Social Care (Adults)
There may be additional evidence within the option units.

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

Option units: SVQ 4 Health and Social Care (Children and Young People)
There may be additional evidence within the option units.

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

Appendix 7: Learning Pathway Case Study 2 PLQ(SS) Stage 2 - Caroline

Content of the Learning Pathway Case Study 2 PLQ(SS) Stage 2

- **Standard and all learning outcomes** are identified in the PLQ(SS)/PLQ Submission to SSSC (Dec 2005)
- **Existing evidence** includes;

    1. formal qualification SVQ 4 H&SC (Adults) is identified in Part 2 *Mapping of Relevant Awards against the Practice Learning Qualification (SS) - PLQ(SS) For Credit Transfer and Recognition of Prior Learning* mapping SVQ 4 H&SC (Adults) to PLQ(SS) Stage 2.
    2. Informal learning from practice experience as a Team Leader

- **Knowledge and/or skill gaps** is the knowledge and/or skill gap between outcomes within the PLQ(SS) Stage 2 Standard and evidence from formal qualification(s) and informal learning from practice experience.
- **Planned evidence.** This list provides a range of methods the case study candidate/mentor and assessor could use to generate evidence to submit for assessment for PLQ(SS) outcomes. It is possible that knowledge and/or skill gap evidence may also be generated within some of this evidence e.g. a reflective account of the candidate's practice when supporting/supervising support staff may provide evidence of how people learn from Standard 2 'Facilitate Learning – outcome 1'
- **Target date.** Date for completion of evidence as agreed by candidate, mentor and assessor should be put in this column.

Planning a learning pathway to the PLQ(SS) - case study 2 - Caroline

Standard and all learning outcomes	Existing Evidence	Knowledge and/or skill gap	Planned evidence	Target Date
Standard 1 ***Establish Effective Working Relationships*** **Outcomes** **1.** Develop effective working relationships based on mutual trust and respect **2.** Show an understanding of factors that influence how learners integrate into practice settings **3.** Provide ongoing and constructive support for those going through this process to facilitate transition from one learning environment to another	**SVQ 4 (H&SC)** Inherent within the mandatory units is evidence of the knowledge; skills and some outcomes including; develop effective working relationships based on mutual trust and respect and some evidence of; providing ongoing and constructive support for those going through the process to facilitate transition from one learning environment to another but it is not fully evidenced within the context of a wider learning environment. *Further exploration of this may provide sufficient evidence towards credit transfer.* There is evidence of working effectively with difference and diversity in relation to their own practice but **Practice experience** facilitating staff development and appraisal to support assistants	Factors that influence how learners from a diverse range of backgrounds, integrate into practice learning environments	Reflective account(s) expert witness and witness testimony of practice records of meetings and related reports facilitating staff development and appraisal while supporting social work or nursing student(s) Summative assessment demonstrating understanding of factors that influence how learners integrate into practice learning environments	Identify and agree target dates

Standard and all learning outcomes	Existing Evidence	Knowledge and/or skill gap	Planned evidence	Target Date
Standard 2 ***Facilitate learning*** **Outcomes** **1.** Select appropriate learning opportunities to meet individual need based on knowledge of learner's stage of learning **2.** Support the selection of appropriate learning strategies to integrate learning from practice and academic experiences **3.** Work with learners in critically reflecting upon their learning experiences in order to enhance future learning	**SVQ 4 (H&SC)** HSC43 Take responsibility for the CPD of self and others provides knowledge of learning strategies to support learning of others; knowledge and skill evidence of reflective practice and supervisory process. There is skill evidence working with learners in critically reflecting upon their learning experiences; of utilising a range of learning strategies including supervision, to support learners in practice *but it is unclear if the range is fully explored*. **Practice experience** Supervising, facilitating staff development and appraisal to support assistants.	Models and methods to support learners in work-base learning environments Models and methods of supervision	Reflective account(s) direct observation of practice expert witness and witness testimony of practice records of meetings, related reports, records of CPD facilitating staff development and while supporting social work or nursing student(s)	
Standard 3 ***Assessment and accountability*** **Outcomes** **1.** Foster professional growth, personal development and accountability through supporting learners in practice **2.** Contribute to the assessment of learners at the appropriate SCQF level **3.** Contribute to the total assessment process as part of a teaching team through monitoring learners' practice	**SVQ 4 (H&SC)** The mandatory units and particularly HSC43 Take responsibility…..provide knowledge evidence of the values inherent in SSSC Codes some understanding of their role within a wider learning context; accountability and responsibility issues associated with different roles within social services. Some skill evidence of recognising and interpreting their role in relation to the wider learning context. Skill evidence that they can integrate appropriate values with colleagues (learners) and support colleagues (learners) take responsibility and are accountable for their work.	Understanding their role in the assessment process at appropriate SCQF level Different forms of assessment	Reflective account(3) direct observation of practice expert witness and witness testimony of practice records of meetings and related reports, CPD records facilitating staff development and while supporting social work or nursing student(s)	

Standard and all learning outcomes	Existing Evidence	Knowledge and/or skill gap	Planned evidence	Target Date
Standard 4 ***Evaluate learning*** **Outcomes** **1.** Contribute to the evaluation of the learning and assessment experiences of learners, proposing aspects for change resulting from such evaluation **2.** Participate in self and peer evaluation to facilitate personal development and contribute to the development of others	**SVQ 4 (H&SC)** The mandatory units and particularly HSC43 Take responsibility…..provide knowledge and skill evidence of the role of evaluation. There is some knowledge and skill evidence of how to contribute to determining levels of competence against set standards. There is evidence of the participation of self and peer evaluation to facilitate personal development and contribute to the development of others and some evidence of the contribution to evaluation of learning and assessment; proposing aspects for change. **Practice experience** Supervision, staff development and appraisal sessions, provides an opportunity to participate in self evaluation to facilitate personal development and contribute to the development of others.	Role and process of evaluating learning and assessment Models and methods of assessing competence at appropriate SCQF level	Summative assessment; assessment and evaluation models and methods Reflective account(s) of practice expert and witness testimony records of meetings and CPD records of contribution to the evaluation of learning of support assistants and while supporting social work or nursing student(s)	
Standard 5 ***Create an environment for Learning*** **Outcomes** **1.** Identify both learning needs and experiences that are appropriate to their level of learning **2.** Use a range of learning experiences involving service users and carers and others to meet defined learning needs **3.** Identify aspects of the learning environment which	**SVQ 4 (H&SC)** HSC43 Take responsibility for the CPD of self and others; provides knowledge and skill evidence of methods of determining and interpreting learning needs of self and others; the importance of appropriate mechanisms to engage effectively with service users and carers in relation to learning; organisational structures and strategies to support learners. *There is some evidence of contribution to teaching and learning in practice but this should be further explored within the source award*. HSC45 Develop practice… promote choice etc. provides evidence of an	Supportive learning environment Further knowledge of learning needs, and styles with focus on diverse learning needs Models and methods to involve service users in learning	Reflective account(s) of practice Direct observation of practice expert and witness testimony from staff, service user(s) and other learners; to create and support a learning environment	

could be enhanced, negotiating with others to make appropriate changes **4.** Contribute to development of an environment in which effective practice is fostered, implemented, evaluated and disseminated **5.** Have an understanding of anti-oppressive practice which acknowledges the power differences inherent within a learning situation	understanding of anti- oppressive practice which acknowledges the power differences within the relationship with service users. HSC43 CPD unit provides further supports this understanding within a learning situation. **Practice experience** There may be some evidence of contributing to developing an effective learning environment and an understanding of anti-oppressive practice	and development Theoretical understanding of anti-oppressive practice and power differences within a learning situation	Written summative assessment	
<u>Standard 6</u> ***Context of practice*** Support learning based on relevant legislation, policy and guidance **<u>Outcomes</u>** **1.** Act as a resource to facilitate personal and professional development of others **2.** Set and maintain professional boundaries that are sufficiently flexible for providing services within an inter-professional context and recognise the wider legislative and policy issues	**SVQ 4 (H&SC) and Practice experience. There is evidence of credit transfer to this Standard within this award.** The mandatory units provide knowledge evidence of current legislation, policy and guidance and agency policies and procedures appropriate to the work setting and the support of learning within a wider legislative and policy framework; and agency policy and procedural framework. HSC43 CPD of self and others and HSC42 maintenance of health and safety are particularly relevant. The mandatory units provide evidence of acting as a resource to facilitate personal and professional development of others and to set and maintain professional boundaries that are sufficiently flexible for providing services within an inter-professional context.		Reflective account(s) Records of supervision and staff development sessions	

Standard and all learning outcomes	Existing Evidence	Knowledge and/or skill gap	Planned evidence	Target Date
Standard 7 ***Evidenced Based Practice*** Demonstrate current knowledge of effective practice in own work setting to support learners and contribute to the further development of the research and evidence-base for Practice **Outcomes** **1.** Identify and apply inquiry and evidence based practice within their own practice **2.** Contribute to strategies to increase or review the evidence base used to support practice **3.** Assist in supporting learners in applying an evidence base to their own practice	**SVQ 4 (H&SC)** HSC41 Use and develop methods and systems to communicate, record and report and HSC43 Take responsibility for the CPD of self and others provide knowledge and skill evidence of the meaning and application of evidence based practice in self and others. The combined mandatory units provide skill evidence of what constitutes effective practice within their own service. Within the mandatory units and specifically within HSC43, there is evidence of using skills and knowledge to support CPD and learning with colleagues.	Role, purpose and application of evidence based practice	Reflective account(s) direct observation of practice expert witness and witness testimony; application of evidence based practice in a learning environment Written summative assessment: understanding of evidence based practice	
Standard 8 ***Leadership*** Demonstrate appropriate leadership skills for supporting learners within practice settings **Outcomes** **1.** Support the planning of a series of learning experiences that will meet defined learning needs of learners **2.** Support learners to access learning opportunities that meet individual needs, involving a range of other professionals, service users and carers **3.** Provide feedback to those running educational programmes about the effectiveness of learning and assessment	**SVQ 4 (H&SC)** The mandatory units provide knowledge evidence of candidates own service and context; skill evidence to interpret knowledge of service area to meet service needs; introduce learners to colleagues. **Practice experience** There may be some evidence of candidate ability to plan learning experiences, provide support and to access learning opportunities as part of staff development function.	Plan and support learning experiences to meet learning needs Learning and development evaluation mechanisms.	Reflective account(s) direct observation of practice expert witness and witness testimony records of meetings, reports; ability to plan and support learning Evaluating learning and development, such as; reports, forms, reflective account(s)	

Appendix 8: Case Study 3 - Jenny

Stage 3 (SCQF level 10) Framework of Standards, Learning Outcomes, Knowledge and Skills

	Standard	Knowledge *Candidates need a beginning understanding of:*	Skills *Candidates need basic skills to:*	Learning Outcomes *On successful completion, candidates must demonstrate competence to use a range of approaches and skills to:*
1	***Establish effective working relationships*** Demonstrate effective relationship building skills sufficient to support learning as part of a wider inter-professional context for a range of learners in practice learning environments	Power differentials associated with difference (diversity of learners) and avoidance of disadvantage	Communicate effectively with a range of individuals and groups orally and in written form to progress learning Recognise and work positively with difference and diversity	1. Provide effective professional and inter-professional working relationships to support learning whilst maintaining professional boundaries 2. Be able to support learners moving into a level of practice beyond initial registration, identifying their individual needs in moving to a different level of practice 3. Support learners in exploring new ways of working and the impact this may have on established professional roles
2	***Facilitate learning*** Facilitate learning for a range of learners, encouraging learning opportunities and providing support to maximize individual potential and innovation	Reflective practice Supervisory processes including working with individuals and groups The debates and issues associated with achieving effective inter-	Effectively impart their own knowledge and experience Utilise a range of supervision methods Effectively collaborate with colleagues from other disciplines	1. Enable learners to relate theory to practice whilst developing critically reflective skills 2. Foster professional growth and personal development by use of effective communication, facilitation and supervision skills 3. Facilitate and develop the ethos of inter-professional learning and working 4. Select and apply approaches to learning that will assist learners to develop required knowledge, skills and values

	Standard	Knowledge *Candidates need a beginning understanding of:*	Skills *Candidates need basic skills to:*	Learning Outcomes *On successful completion, candidates must demonstrate competence to use a range of approaches and skills to:*
3	***Assessment and accountability*** Contribute to the assessment process of learners, taking the SSSC and other relevant professional Codes of Practice into account and using appropriate assessment frameworks	Different forms of assessment and the merits and demerits of these Personal and professional accountability in relation to their role Ability to discuss, debate and interpret SSSC Codes of practice, or other relevant professional Codes of Practice, with others	Assess a wide range of learners effectively to given standards Co-ordinate the collection of observation/feedback from others including service users and carers Make informed and evidence based judgements about the practice of others Interpret and share SSSC Codes of practice, or other relevant professional Codes of Practice	1. Set effective professional boundaries whilst creating a dynamic constructive teacher-learner relationship 2. In partnership with other members of the teaching team, use knowledge and experience to design and implement assessment frameworks 3. Show an understanding of and ability to utilise a range of assessment strategies at different levels 4. Be accountable for decisions that learners have met required standards of SSSC or other relevant professional Codes of Practice within their respective courses
4	***Evaluate learning*** Contribute appropriately to the ongoing evaluation of learning in practice	Evaluation processes and Frameworks How to determine levels of competence against set standards	Evaluate learning in practice	1. Contribute to the design of evaluation strategies to determine effectiveness of practice experiences 2. Collaborate with other members of the teaching team to judge and develop learning, assessment and support appropriate to practice and levels of education 3. Collect evidence on the quality of education in practice and contribute to determining how well standards of proficiency are being achieved

	Standard	**Knowledge** *Candidates need a beginning understanding of:*	**Skills** *Candidates need basic skills to:*	**Learning Outcomes** *On successful completion, candidates must demonstrate competence to use a range of approaches and skills to:*
5	***Create an environment for Learning*** Contribute to the creation of a learning environment that enables and supports learning for self and others and where practice is valued and developed	Learning organisations Organisational structures Curriculum development and teaching methods Process of change and their role as a change agent QA Frameworks Theories of adult learning (models and methods)	Work with others to set and adhere to role boundaries Access and manage a range of learning opportunities and needs Recognise the appropriateness of and select teaching materials to support learning (including e-learning) Apply appropriate teaching and learning methodologies	1. Negotiate, plan and manage change to ensure learners access opportunities to learn and work within inter-professional settings 2. Initiate the creation of optimum learning environments for learners taking account of individual learner differences 3. Work closely with others involved in education in all settings to adapt to change and inform curriculum development 4. Work in an anti-oppressive way which acknowledges the power differences inherent within a learning situation, particularly in supervision
6	***Context of practice*** Support learning based on relevant legislation, policy and guidance	Current legislation, policy and guidance Organisational policies and procedures	Interpret and apply current legislation, policy and guidance to their work Integrate organisational policies and procedures into practice	1. Enable learners to act within their responsibility, accountability and authority of their professional role 2. Enable learners to develop critical awareness of the implications of legislation, policy and guidance 3. Model good practice in the application of legislation, policy and guidance

	Standard	**Knowledge** *Candidates need a beginning understanding of:*	**Skills** *Candidates need basic skills to:*	**Learning Outcomes** *On successful completion, candidates must demonstrate competence to use a range of approaches and skills to:*
7	***Evidenced Based Practice*** Demonstrate current knowledge of effective practice in own work setting to support learners and contribute to the further development of the research and evidence-base for Practice	The meaning of evidence based practice Interpreting and analysing research methods and findings Current research and evidence in relation to learning and development	Give effective presentations Interpret and represent research	1. Identify areas for research and practice development based on interpretation of existing evidence 2. Advance their own knowledge and practice in order to develop new practitioners to be able to meet changes in practice roles and delivery 3. Disseminate findings from research and practice development to enhance practice and the quality of learning experiences
8	***Leadership*** Demonstrate appropriate leadership skills for supporting learners within practice settings	Organisational systems & networks necessary to support learners Own leadership style and how this impacts on others Own service and its context Models of leadership Personal effectiveness Negotiation and conflict Resolution Assessment of learners' needs in context of own service delivery area	Arrange a comprehensive learning programme for learners with different learning needs Model professional leadership Influence others	1. Provide practice leadership and expertise in application of knowledge and skills based on evidence 2. Demonstrate the ability to lead within a practice setting 3. Manage competing demands of practice and education related to different levels of learners 4. Lead and contribute to evaluation of effectiveness of learning and assessment in practice

Appendix 9: Award map of: Honours Degree in Social Work (SCQF level 10) to Stage 3 (SCQF level 10) Standards of PLQ (SS)

Mapping codes: Collection of formal evidence: cross referencing

Heavy Shading = Credit transfer option exist from source award

Light shading = RPL options exist from source award

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

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

The PLQ(SS) Standards			
Create an environment for Learning	**Context of Practice**	**Evidenced Based Practice**	**Leadership**
There is no evidence in the Social Work Standards to support creating an environment for learning. **There is generic evidence for outcomes 1 and 4 but not specifically related to learners or the learning environment.**	The combined Social Work Standards demonstrate knowledge and skill evidence of current legislation, policy and guidance; organisational policy and procedures and how to interpret and apply to their practice and to develop critical awareness of the implications of legislation, policy and guidance. *There may be evidence to support the ability to model good practice in their application of above*. **Additional evidence is required to demonstrate the ability to apply this to supporting learners.** There may be evidence to support the knowledge and skill application of organisational policy and procedures.	The combined Social Work Standards provide knowledge and skill evidence of the meaning of evidence based practice; interpreting, analyse and represent research methods and findings and the ability to give effective presentations. **Additional evidence is required to demonstrate skill evidence of the ability to apply the above to learners within a learning environment and knowledge evidence of current research and evidence in relation to learning and development.**	The combined Social Work standards provide knowledge and skill evidence of personal effectiveness; negotiation and conflict resolution. *Knowledge and skill evidence of leadership styles and impact on others may be within the source award.* Additional evidence is required to demonstrate an understanding of organisational systems and networks to support learners; assessment of learners needs in professional context; skill evidence to arrange learning programmes; influence others; provide practice leadership and expertise; manage competing demands of practice and education and lead and contribute to evaluation of effectiveness of learning and assessment in practice

Additional comments: BA (Hons) Social Work

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

You can access the Scottish Executive document on the Framework of Standards at the following website.
http://www.scotland.gov.uk/Publications/2003/01/16202/17015

Appendix 10: Learning Pathway Case Study 3 PLQ(SS) Stage 3 - Jenny

Content of the Learning Pathway Case Study 3 PLQ(SS) Stage 3

- **Standard and all learning outcomes** are identified in the PLQ(SS)/PLQ Submission to SSSC (Dec 2005)
- **Existing evidence** includes;

    1 formal qualification BA (Hons) in Social Work is identified in Part 2 *Mapping of Relevant Awards against the Practice Learning Qualification (SS) - PLQ(SS) For Credit Transfer and Recognition of Prior Learning* mapping BA (Hons) in Social Work to PLQ(SS) Stage 3.
    2 Informal learning from practice experience as a social worker and link worker supporting social work students

- **Knowledge and/or skill gaps** is the knowledge and/or skill gap between outcomes within the PLQ(SS) Stage 3 Standard and evidence from formal qualification(s) and informal learning from practice experience.
- **Planned evidence.** This list provides a range of methods the case study candidate/mentor and assessor could use to generate evidence to submit for assessment for PLQ(SS) outcomes. It is possible that knowledge and/or skill gap evidence may also be generated within some of this evidence e.g. a reflective account of the candidate's practice when supporting/supervising and contributing to assessment, may include knowledge evidence of adult learning theories and principles (Standard 1 'Establish Effective Working Relationships – outcome 2')
- **Target date.** Date for completion of evidence as agreed by candidate, mentor and assessor should be put in this column.

Learning Pathway Case Study 3 PLQ(SS) Stage 3

Standard and all learning outcomes	Existing Evidence	Knowledge and / or skill gaps	Planned evidence	Target Date
Standard 1 ***Establish Effective Working Relationships*** **Outcomes** 1. Provide effective professional and inter-professional working relationships to support learning whilst maintaining professional boundaries 2. Be able to support learners moving into a level of practice beyond initial registration, identifying their individual needs in moving to a different level of practice 3. Support learners in exploring new ways of working and the impact this may have on established professional roles	**BA Hons in Social Work** Social Work Standards 1 – 4 provide knowledge evidence of power differentials associated with diversity in relationships**;** skills evidence of the ability to communicate effectively with a range of individuals and groups orally and in written form; to work positively with difference and diversity; to provide effective professional and inter-professional working relationships and maintain professional boundaries with service users and carers but not specifically to learners within a learning environment. **Practice experience supporting social work students** This could provide evidence towards all outcomes in relation to the application of knowledge and skills to learners within a learning environment	**Outcome 2** Adult learning theories and principles Learning Contracts which make roles, responsibilities and expectations explicit	Formative assessment, Reflective account(s) of practice. Expert and/or witness statement(s) from the learner, or others. Direct observation of practice. Minutes of meetings and related reports. Written summative assessment CPD records All above to demonstrate candidate ability to; • establishing and sustaining inter-professional relationships with key contributors to the overall learner experience, whilst maintaining professional boundaries • critically evaluating the effectiveness of their relationship with the learner and critically analysing how this has contributed to the learning objectives of the learner • facilitating learner(s)' exploration of different working practices including impact on established professional roles	Identify and agree target dates

Standard and all learning outcomes	Existing Evidence	Knowledge and /or skill gaps	Planned evidence	Target Date
Standard 2 ***Facilitate learning*** **Outcomes** 1. Enable learners to relate theory to practice whilst developing critically reflective skills 2. Foster professional growth and personal development by use of effective communication, facilitation and supervision skills 3. Facilitate and develop the ethos of inter-professional learning and working 4. Select and apply approaches to learning that will assist learners to develop required knowledge, skills and values	**BA Hons in Social Work; practice as a social worker and link worker supervising social work students** **Outcome 1** Models and processes of reflective practice. Research minded and critically analytical practice **Outcome 2** Factors which impact on learning relationships (e.g. power, diversity, characteristics of self and learner)	**Outcome 1** How to adapt facilitation of reflection for learners at different stages in their learning process. Development of learning strategies which support the learner's use of research and theory in their practice **Outcome 2** Supervisory models, styles and processes to facilitate the development of individual learners and groups. Learner self-determination and confidence building within the learning process. Suitable learning opportunities for learners with different needs and backgrounds **Outcome 3** Context and frameworks for effective inter-professional learning and working. Challenges, barriers and benefits to inter-professional learning and working. Values, ethics and principles across and between professions **Outcome 4** Impact of impairments and disabling environments on approaches to learning. Individualised approaches to learning taking account of specific learner needs.	Formative assessment, Reflective account(s) of practice. Expert and/or witness statement(s) from the learner, or others. Direct observation of practice. Minutes of meetings and related reports. Written summative assessment CPD records of the candidate's ability to: • critically evaluate the means of providing an effective learning process to support personal and professional development of learners • facilitate learners to develop the ability to reflect on and critically analyse their practice • employ a range of teaching and learning strategies to help learners relate theory to practice and to develop required knowledge, skills and values • critically analyse factors which impact on learning relationships • critically evaluate the effectiveness of inter-professional collaboration in supporting learner development	Identify and agree target dates

Standard and all learning outcomes	Existing Evidence	Knowledge and /or skill gaps	Planned evidence	Target Date
Standard 3 ***Assessment and accountability*** **Outcomes** 1. Set effective professional boundaries whilst creating a dynamic constructive teacher-learner relationship 2. In partnership with other members of the teaching team, use knowledge and experience to design and implement assessment frameworks 3. Show an understanding of and ability to utilise a range of assessment strategies at different levels 4. Be accountable for decisions that learners have met required standards of SSSC or other relevant professional Codes of Practice within their respective courses	BA Hons in Social Work and practice as a social worker and link worker supporting a social work student **Outcome 4** Standards frameworks and professional codes of practice	**Outcome 1** Assessment roles and responsibilities Learner/practice educator relationships during the assessment process. Issues of equality, fairness and ethical practice in assessment procedures; giving and receiving feedback to learners; reflect on own performance in assessing learners **Outcome 2** Theories, principles, methods and processes of assessment. Assessment frameworks and assessment criteria that are clear, fair and transparent. Roles and tasks of members of the learning delivery team. **Outcome 3** Relative merits and effectiveness of different assessment strategies in different circumstances, at different stages in the learning process. Features of appropriate evidence and range of sources. Models of gathering and judging evidence against agreed criteria. Constructive formative feedback throughout the assessment process. Views of others, including users and carers, in the assessment of learners. **Outcome 4** Relevant standards for learners to achieve in relation to particular programme of learning. Assessment regulations and complaints procedures. Rationale for assessment decisions against agreed criteria.	Formative assessment. Reflective account(s) of practice Expert and/or witness statement(s) from the learner, or others. Direct observation of practice. Minutes of meetings and related reports. Written summative assessment. CPD records • give feedback and communicate assessment decision(s) to learner, • a reflective narrative which critically evaluates own performance demonstrating how this would influence future performance; the effectiveness of different methods of assessment; own performance in the implementation of fair, transparent and equal assessment of learners and a rationale for feedback. • designing and implementing, in collaboration with others, assessment frameworks for learning programmes and processes	Identify and agree target dates

Standard and all learning outcomes	Existing Evidence	Knowledge and /or skill gaps	Planned evidence	Target Date
Standard 4 **Evaluate learning** **Outcomes** 1. Contribute to the design of evaluation strategies to determine effectiveness of practice experiences 2. Collaborate with other members of the teaching team to judge and develop learning, assessment and support appropriate to practice and levels of education 3. Collect evidence on the quality of education in practice and contribute to determining how well standards of proficiency are being achieved	BA Hons in Social Work; practice as a social worker and link worker supervising social work students **Outcome 1** Principles and purposes of evaluation Quality assurance and standard setting	**Outcome 1** Range and design of evaluation strategies . Research studies into the effectiveness of different approaches to the delivery of learning in practice and learning programmes **Outcome 2** Different techniques and methods for monitoring and reviewing the process and content of learning programmes **Outcome 3** Collaborative practice in critically evaluating the effectiveness of practice learning programmes Roles and tasks in the evaluation Process. Criteria for effectiveness. Perspectives of all those involved in the practice learning programme	Formative assessment, Reflective account(s) of practice Expert and/or witness statement(s) from the learner, or others, Direct observation of practice minutes of meetings and related reports. Written summative assessment (if required) CPD records. All above to evidence candidate ability to; • facilitate the participation of others in the monitoring process • critically evaluate the effectiveness and quality of learning programmes and processes • collaborate with others in planning strategies to review and identify areas for change in practice learning programmes	Identify and agree target dates

Standard and all learning outcomes	Existing Evidence	Knowledge and / or skill gaps	Planned evidence	Target Date
Standard 5 ***Create an environment for Learning*** **Outcomes** 1. Negotiate, plan and manage change to ensure learners access opportunities to learn and work within inter-professional settings 2. Initiate the creation of optimum learning environments for learners taking account of individual learner differences 3. Work closely with others involved in education in all settings to adapt to change and inform curriculum development 4. Work in an anti-oppressive way which acknowledges the power differences inherent within a learning situation, particularly in supervision	BA Hons in Social Work There is no evidence in the Social Work Standards to support creating an environment for learning. There is generic evidence for outcomes 1 and 4 but not specifically related to learners or the learning environment. **Practice experience** as a link worker supporting social work students.	**Outcome 1** Learning organizations and learning cultures. Theories of adult learning, models and methods, including teaching and learning styles. Learning materials (including e-learning) to support learning for self and others. Individual learner differences **Outcome 2** Management of change in delivering suitable learning opportunities to meet individual learner's learning needs throughout the learning programme **Outcome 3** Design and develop learning programmes in the light of drivers for change relevant to candidates' own practice. Applicable standards and frameworks for learning programmes. Quality assurance frameworks for learning programmes	Formative assessment, Reflective account(s) of practice Expert and/or witness testimonies from the learner, college tutor, assessor and line manager. Direct observation of practice. Minutes of meetings and reports and CPD records. All above demonstrating the candidates ability to; • evaluate their work with the learner and other professionals in negotiating, planning and managing appropriate learning opportunities and programmes. • create an ethical environment for learning • critically evaluating the process they used to create ethical learning conditions for a particular learner or group including attention to oppression and empowerment • critically analysing their practice and the practice of their organisation including working with others and how adult learning theory is used in supporting someone else's learning	Identify and agree target dates

Standard and all learning outcomes	Existing Evidence	Knowledge and /or skill gaps	Planned evidence	Target Date
Standard 6 **Context of practice Outcomes** 1. Enable learners to act within their responsibility, accountability and authority of their professional role 2. Enable learners to develop critical awareness of the implications of legislation, policy and guidance 3. Model good practice in the application of legislation, policy and guidance.	**BA Hons in Social Work** **Outcomes 1and 2** Current legislation, policy and guidance, including equalities legislation relevant to a practice context. Codes of Practice and their application. Perspectives of others, including service users and carers, on the application of legislation, policy and guidance. Current practice material demonstrating good practice examples in specific legislative, policy and guidance contexts Rights, responsibilities, freedom, authority and power in the practice of workers as ethical and professional / statutory agents. **Outcome 3** Positive and negative impacts of specific legislation, policy and guidance for practice. Current campaigns for change in relation to legislation and policy. Processes through which legislation and policy are developed. Methods for developing analytical and critical awareness skills **Practice experience as a link worker supporting social work students** may provide evidence to support the ability to model good practice in the application of above.	**Outcome 2** Methods for enabling others to practise within a framework of accountability Current practice material demonstrating complex ethical conflicts and dilemmas within specific practice contexts	Formative assessment, Reflective account(s) of practice. Expert and/or witness statement(s) from the learner, or others. Direct observation of practice. Minutes of meetings and related reports. CPD records. All above to demonstrate candidate ability to; • critically reflect on their own learning needs in relation to legislation, policy and guidance and take steps to address these • make professional judgements about the range of legislation, policy, and guidance necessary to enable learners to understand the context for practice • critically evaluate learners' progress towards responsible, accountable and critically aware practice • demonstrate a critical understanding of the processes underpinning the formation of legislation and policy, and design methods for promoting this understanding with learners • use a variety of methods to promote learners' ability to critically appraise the impact of legislation and policy • critically evaluate own practice in application of legislation, policy and guidance	Identify and agree target dates

Standard and all learning outcomes	Existing Evidence	Knowledge and / or skill gaps	Planned evidence	Target Date
Standard 7 **Evidence based practice** **Outcomes** 1. Identify areas for research and practice development based on interpretation of existing evidence 2. Advance their own knowledge and practice in order to develop new practitioners to be able to meet changes in practice roles and delivery 3. Disseminate findings from research and practice development to enhance practice and the quality of learning experience	**BA Hons in Social Work** **Outcome 1** Definition of research and evidence based practice Research findings relevant to practice in social services Frameworks for critically analysing research evidence Ethical perspectives and principles in the conduct of research **Outcome 2** Research and evidence for linking methods to results Research as a method to improve practice in social services **Outcome 3** Methods of disseminating research effectively Influences on the dissemination of research ideas in social services e.g. work environment and organisational culture	**Outcome 1** Sources of research and evidence relevant to supporting learners in a social services context **Outcome 2** Range of methodologies to facilitate the professional development of others **Outcome 3** Methods for gathering feedback on learning experiences and critical analysis and application of findings	Formative assessment, Reflective account(s) of practice. Expert and/or witness statement(s) from the learner, or others. Direct observation of practice minutes of meetings and related reports. Written summative assessment CPD records. All above to demonstrate candidate ability to; • research and critically evaluate the evidence base for own effective practice and the practice of others in a social services context • contribute to the development of evidence based practice in a social services context through the dissemination and promotion of research • critically analyse and evaluate research findings and literature that is relevant to supporting learners • critically evaluate and modify own practice and performance in the light of research findings relevant to supporting learners	Identify and agree target dates

Standard and all learning outcomes	Existing Evidence	Knowledge and /or skill gaps	Planned evidence	Target Date
Standard 8 Leadership Outcomes 1. Provide practice leadership and expertise in application of knowledge and skills based on evidence 2. Demonstrate the ability to lead within a practice setting 3. Manage competing demands of practice and education related to different levels of learners 4. Lead and contribute to evaluation of effectiveness of learning and assessment in practice	The combined Social Work standards provide knowledge and skill evidence of personal effectivenes, negotiation and conflict resolution.	Knowledge and skill evidence of leadership styles and impact on others may be within the source award. Additional evidence is required to demonstrate an understanding of organisational systems and networks to support learners; assessment of learners needs in professional context; skill evidence to arrange learning programmes; influence others; provide practice leadership and expertise; manage competing demands of practice and education and lead and contribute to evaluation of effectiveness of learning and assessment in practice	Formative assessment; Reflective account(s) of practice. Expert and/or witness statement(s) from the learner, or others, Direct observation of practice minutes of meetings and related reports. Written summative assessment. CPD records. All above to demonstrate candidate ability knowledge of and skill application of; • Leadership styles and impact on others • Organizational systems and networks to support learners • Arrange learning programmes • Manage competing demands of practice and education • Lead and contribute to evaluation of effectiveness of learning and assessment	Identify and agree target dates

Appendix 11: Credit transfer and RPL Profiling Tool (SCQF) Social Services

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

Appendix 12: Planning a Learning Pathway.

This form has been adapted from Appendix 3: Planning a Learning Pathway (page 30 of the RPLCT guidelines PLQ(SS)

Standard and learning outcomes	Existing Evidence	Planned Learning Activity	Planned Evidence	Target Date

Appendix 13: Collection of evidence – cross referencing

	PLQ(SS) Standards							
Evidence	Create an environment for learning	Support Learning in a SS Practice Context	Establish Effective Working Relationships	Facilitate Learning	Evidenced Based Practice in Social Services	Evaluate Learning	Assessm-ent of Learners	Leadership for Learning