

# The New Practice Learning Qualification

PDA in PL (SS)



# Purpose of the day

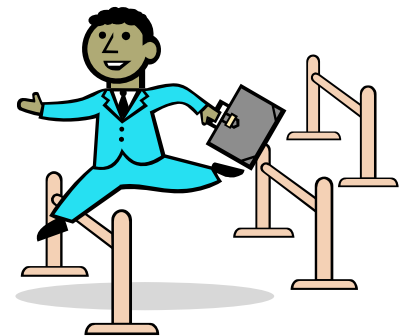
- **UHI would like to develop partnerships with employers that will help promote the integration of theory and practice**
- **To explore the role of tutors / assessors / mentors and employers in relation to practice learning**
- **To agree a suitable assessment strategy and framework for taking forward the award**

# **PDA in PL (SS) and PDA in PL**

- **Reform Practice Teaching Award**
- **New Qualification for Social Service Workers and others involved in learning within the workplace**
- **Stage 3 - 64 credits at SCQF level 10**
- **Two distinct awards**
- **Recommended 10 study hours for each of the 8 units (120 hours practice placement)**

# Rationale

**To equip individuals with the skills knowledge and understanding to develop and evaluate learning opportunities and be responsible for formal assessment across a wide range of settings**



# Who is the course for?

- **Mentors and coach learners on formal and informal programmes**
- **Those involved in assessment processes with learners and colleagues**
- **Those involved in teaching and facilitating knowledge skills and ethical approaches relevant to practice**
- **Those who identify, organise, facilitate and support learning in the workplace**
- **Those who use an innovative range of models of supervision**
- **Those who have a role in quality assurance mechanisms associated with learning and development**
- **Those who are concerned with RPL and Post registration training and learning**

# **SSSC Rules and Requirements for Specialist Awards**

- **Inter professional collaboration through design and delivery**
- **Involvement of users and carers (this includes students)**
- **Individual learning plan / CPD and Post registration learning**
- **Course regularly updated**
- **Account taken of RPL**
- **Qualifications of HEI staff needs to meet approval of SSSC and SQA**
- **Account taken of code of practice for SWS**
- **Human rights**

# PDA in PL

- **Create an environment for learning**
- **Support learning in a practice context**
- **Establish effective working relationships**
- **Facilitate Learning**
- **Evidence based practice**
- **Evaluate learning**
- **Assessment of learners**
- **Leadership for learning**

# PDA in PL (SS)

- **Create an environment for learning**
- **Support learning in a Social Service Practice context**
- **Establish effective working relationships**
- **Facilitate learning**
- **Evidence based practice in social Services**
- **Evaluate learning**
- **Assessment of Learners**
- **Leadership for learning**

# UHI - Approach

- **Course delivered making use of VLE**
- **Determine course programme / format**
- **Develop Assessment Strategy /framework**
- **Develop guidance on mechanisms and policies for credit transfer and RPL**

# What the course might look like?

- **Induction**
- **Use of VLE and Video Conferencing facilities**
- **Online Support throughout the duration of the course**
- **Start Date September 2008**
- **Student placement January 2009**
- **A minimum of 2 Direct Observation of Practice**

# What might the course look like?

- **Two units September – January 2008**
  - Support learning in a practice context**
  - Evidence based practice (in Social Services)**
- **Four units January – June 2009**
  - Create an environment for learning**
  - Establish effective working relationships**
  - Facilitate learning**
  - Assessment of learners**
- **Two Units June – September 2009**
  - Evaluate learning**
  - Leadership for learning**

# Assessment

<b>Date</b>	<b>Task</b>	<b>Units</b>	<b>Examples of suggested product evidence</b>	<b>Outcomes</b>
<b>September 2008</b>	<b>Introductory Assessable Task – Written Assignment 3500</b>	<b>1. Evidence based practice 2. Support learning in a practice context</b>		<b>1,2,3 1,2,3,4</b>

# ASSESSMENT

January 2009	<b>Reflective account of how candidate created an environment for learning</b>	<b>3. Create an environment for learning</b>	<b>Placement profile Working agreement Minutes of pre- placement meeting Interim stage report</b>	<b>1,2,3,4</b>
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# ASSESSMENT

<b>February 2009</b>	<b>Reflective account of how candidate has established and maintained an effective working agreement</b>	<b>Establish effective working relationships</b>	<b>Statements from the learner and or tutor involved in student placement at interim stage evaluation of the learning programme to date</b> <b>Extracts of supervision notes</b> <b>Direct observation 1</b> <b>E mails to key contributors</b>	<b>1,2,3</b>
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# ASSESSMENT

March 2009	<b>Production of a reflective account</b>	<b>Facilitate learning</b>	<b>Extracts of supervision notes</b> <b>Learning materials used</b> <b>Research on inter-professional learning and an account of how they used it</b> <b>Direct Observation 1</b>	1,2,3,4
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# ASSESSMENT

April 2009	<b>Production of a reflective account</b>	<b>Assessment of Learners</b>	<b>Working agreement</b> <b>Notes on direct observation of learner</b> <b>Written feedback to learners</b> <b>Interim and final reports</b> <b>direct observation</b> <b>2</b>	1,2,3,4
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